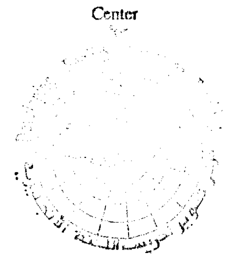


LEARNING TO TEACH

A SERIES OF TRAINING MODULES
FOR THE EGYPTIAN TEACHER OF ENGLISH

VOLUME I

LEVEL ONE :

GENERAL INFORMATION FOR TRAINERS AND INSPECTORS

MODULES 1 - 12

Prepared by:

CENTRE FOR DEVELOPING
ENGLISH LANGUAGE TEACHING
Ain Shams University Cairo

in collaboration with:

THE MINISTRY OF EDUCATION
ARAB REPUBLIC OF EGYPT

GENERAL INFORMATION FOR TRAINERS AND INSPECTORS

BACKGROUND

These training materials are the product of a three-year project initiated by the Centre for Developing English Language Teaching (CDELT) at the request of the Ministry of Education and supported by the British Council.

The materials are based on a detailed and wide-ranging investigation of the needs of teachers and trainers in Egypt. This investigation included observation of classes, participation in training courses, examination of teaching and training materials, extensive discussions with trainers and teachers in the field, and accumulation of factual data on teachers' attitudes and performance.

Following this initial research phase, a 'pilot' series of 12 modules was completed in June 1984, and trialled in six regional In-Service Training Centres and on local courses throughout Egypt. After extensive observation, feedback and discussion, the pilot series was revised and extended to form a series of 52 training modules, which were completed in July 1985. Further revisions were made, following the introduction of new textbooks, and the present series of 50 modules was completed in June 1990.

The materials incorporate the most recent developments in language teaching methodology and classroom practice. They aim not only to improve teachers' classroom techniques, but also to develop their understanding of teaching and learning processes. However, they deal with new ideas in a practical way which will be accessible even to inexperienced teachers.

The procedures and techniques recommended in these modules are applicable to most ordinary classroom situations, whatever syllabus and textbook is adopted. In the present edition, most examples and practice tasks are based on Welcome to English, as this is the textbook most widely used at the preparatory stage. The modules can easily be adapted, by making minor modifications, for groups of teachers using other textbooks.

PREFACE TO THE 1987 EDITION

We would like to thank the authors of the modules, David Cross and Adrian Doff, for their unstinting work during the phases of research, writing and production of the material. We would also like to thank Richard Cullen and Gill Scharer for their work during the phase of adapting the modules to the new textbook 'Welcome to English', which was adopted as the course book at the preparatory stage by the Ministry of Education in 1986.

We would further like to thank the Overseas Development Administration and the British Council for financial and administrative support, the Ministry of Education and Ain Shams University for their help and co-operation, and the Egyptian International Publishing Company - Longman for offering to print the material in its present form.

Special thanks are due to the following people for their valuable advice and assistance during various stages of the project: Samira Ghawabi, Ahmed Gaafar, Violet Mishriky, Thoraya El Atroush and Tasweer Shafie.

Many people working in the field have trialled parts of the material and given us useful feedback and suggestions. We would like to thank the personnel working at the In-Service Training Centres at Cairo, Alexandria, Tanta, Zagazig, Port Said and Assiut, and Directorates of Education throughout Egypt. We are also grateful to volunteers from Voluntary Service Overseas working with the Ministry of Education for their important contribution to the project.

The project has benefited greatly from the advice of visiting experts to CDELT from Britain and the USA. We are especially grateful for the help given by Jon Roberts of Reading University, Peter Strevens of the Bell Trust, Cambridge, and Stephen Gaies of the University of Northern Iowa.

Finally, we would acknowledge the contribution of colleagues at the Centre for Developing English Language Teaching and of the students attending the CDELT Professional Diploma Courses 1982-85, who have assisted in many ways in the successful development of the project.

Dr Abdel Messih Daoud
Director of CDELT

PREFACE TO THE 1991 EDITION

This edition appears with minor revisions, mainly in the form of corrections to printing errors contained in the 1987 edition. The total number of modules has been reduced from 52 to 50, and the titles of some of the modules have been slightly changed. Otherwise, the modules remain as they were in the 1987 edition, and have been re-published because of the growing demand for in-service training courses.

We would like to thank the United States Agency for International Development (USAID) and the British Overseas Development Administration (ODA) for jointly funding the new edition.

INTRODUCTION

The modules are self-contained packages of training material, designed for use on in-service training courses for teachers of English at the Preparatory Stage. They may, however, be easily adapted to the needs of teachers using any textbook, by making simple modifications, mainly to the examples given. The modules are particularly suited to the needs of non-specialist teachers, but are also relevant to other teachers.

There are 50 modules, divided into four different levels. At each level, some modules focus on teaching methods and techniques, while others deal with important language areas.

Each module provides material for four hours' training, and is divided into two separate sessions of two hours each. In this way, a module can either be used as a whole in one day, or it can be spread over two days.

Each session is further subdivided into two parts. Part One of the session is devoted to the trainer's presentation, and consists of lecture, discussion and demonstration of techniques. Part Two of each session is devoted to practice of the techniques by the teachers.

	Part One:	**Part Two:**
SESSION ONE: 2 hours.	Lecture/ demonstration/ discussion.	Practice
	Part One:	**Part Two:**
SESSION TWO 2 hours.	Lecture/ demonstration/ discussion.	Practice

CONTENTS OF EACH MODULE

Each module gives detailed step-by-step instructions on how to conduct the training session. It also provides single copies of any material you will need when using the module. This may include:

i) **Worksheets.** These are for the teachers to use in the practice activities. Sometimes you will need to make copies for every teacher on the course; sometimes copies can be shared between two or three teachers. Teachers can either be allowed to write on the worksheets and keep them, or they can be collected after each session and used again.

Worksheets are easily identified in the body of the text, as they have a box drawn round them.

ii) **Handouts.** These are for teachers to take away after the training session and keep as a reference; they usually summarise the main points covered in the session. You will need to make copies of handouts for every teacher on the course. Handouts, like worksheets, are boxed and occupy one or more full pages to facilitate reproduction.

iii) **OHP Transparencies.** These are for use with an overhead projector, to display key points, tables, drawings, etc. A master copy (on paper) of each transparency is provided at the end of the module; this can be copied onto a transparency at any Xerox centre. If you have no overhead projector, you can copy the text onto large sheets of white card, or make photocopies to use as worksheets. Alternatively, if the text is not too long, it can be copied onto the blackboard.

iv) **Visual materials.** Some modules include visual display materials for use in demonstrations (flashcards, charts, maps, etc.). These should be copied onto sheets of paper or card before the training session. A master copy of any visuals is given at the back of the module.

v) **Cassette Recordings**

Songs and Rhymes. All of these are on side A of Cassette One.
Sounds and Spellings. All word-examples are on side B, Cassette One.
Pronunciation : Consonants. Word-examples are on side A, Cassette Two.
Pronunciation : Simple Vowels. Recorded on side B, Cassette Two.
Pronunciation : Diphthongs. The examples follow on from those of the Simple Vowels, side B of Cassette Two.

One copy of each of the cassettes is kept in every Regional Training Centre and is available for copying, by trainers or by teachers who may wish to use these songs or rhymes in their classes.

Copies of all extra materials should be prepared before the training session and kept with the module, in package form. Page (i) of every module (the Contents Page) indicates what extra material is required and how many copies will be needed. The note "Special Requirements" on page (ii) will give advance warning of any special preparation needed.

NUMBER OF PARTICIPANTS

Part One of each session (lecture, demonstrations, general discussion) is designed to be conducted by one trainer with all the teachers together. It is very important that all the teachers should be involved and should be able to participate, so the total number of teachers should not exceed 50.

Part Two of each session (practice) is designed to be conducted with not more than 25 teachers together. So for this part the teachers should be divided into two groups, each working with one trainer in separate rooms.

These are maximum numbers. Of course, if you can work with fewer teachers (for example, with just one group of 25 for the whole module), this is even better: the fewer teachers there are, the easier it is for them all to participate.

These symbols are used in the trainer's notes to indicate numbers of teachers:

This indicates activities designed to be done with all the teachers together.

This indicates activities designed to be done in two separate groups (using two rooms).

This indicates activities where the teachers are divided into small groups, with 4 or 5 teachers working together in each group, in the same room.

This indicates activities where teachers work together in pairs.

REQUIREMENTS

The basic physical requirements for each session using the modules are:

Staff:	2 trainers (one 'leader', and one other trainer to help organise practice activities).
Space:	2 rooms, one to hold up to 50, the other to hold up to 25.
Equipment:	Blackboard and, if possible, overhead projector (OHP). Moveable desks or chairs.

Cassette recorder (for pronunciation modules only).

Any special requirements are indicated at the beginning of each module.

ABBREVIATIONS USED IN THE MODULES

The following abbreviations are used at various places in the Modules:

T = Teacher
P = Pupil
PP = Pupils
C = Class
G = Group of pupils in the class
BB = Blackboard
OHP = Overhead Projector
S = Student (not used by itself when referring to Prep school pupils)
SB = Student's Book of 'Welcome to English'
WB = Workbook of 'Welcome to English'
TB = Teacher's Book of 'Welcome to English'

T - C = Teacher speaking to whole class
T - P = Teacher speaking to individual pupil
P - P = Pupil speaking to another pupil
etc.

HOW TO USE A MODULE

In using a module, you will be involved in three main kinds of activity: lectures, demonstrations and practice.

Lectures

You use the lectures to convey ideas and factual information to the teachers. However, they are not 'straight' lectures: during the course of the lecture, you break off to ask for comments, examples, etc. This is important as a way of involving the teachers, and also as a way of checking that they understand you.

The trainer's notes give you the content of the lectures, and also instructions about what to do. Every lecturer has his or her own style, so the exact words are left up to you.

To prepare for the lectures:

1. Make sure you are completely familiar with the content of the lecture and know exactly what to say.

2. Practise giving the lecture to yourself until you can do it almost without referring to the notes.

3. Make sure you know how long the lecture is supposed to last.

4. Ensure that any needed teaching aids are ready to use.

Demonstrations

You use the demonstrations to show teachers how to use a particular technique or type of practice. They are an imitation of what should happen in the classroom, but using the teachers as 'pupils'.

The trainer's notes give an outline of how to conduct the demonstrations, and sometimes an actual 'script' of the demonstrations is given in the text: this should be followed as closely as possible.

To prepare for the demonstration:

1. Make sure you are completely familiar with the idea behind the technique and with the technique itself.

2. Practise giving the demonstration by yourself until you feel completely confident about it and can do it without referring to the text.

3. Make sure you know how long the demonstration is supposed to last.

Practice

The practice activities give the teachers an opportunity to apply what you have told them and shown them. In some ways they are the most important part of the module, as it is only by having to try out ideas that teachers will begin to improve. So you should make sure that you always leave plenty of time for the practice activities.

For these activities, your role is mostly one of helper and organiser rather than lecturer; as far as possible you should 'drop into the background' and let the teachers take over the work.

The trainer's notes give instructions about how to organise the activities. In addition, there are usually <u>Worksheets</u> which you should duplicate and give to the teachers.

To prepare for the practice activities:

1. Make sure you (and the other trainer) are familiar with the tasks you are asking the teachers to do, so that you can answer any questions and give help.

2. Make sure you both have a clear idea about how to organise the practice - when to divide the class into groups or pairs, what instructions to give, how long to spend on each part, etc.

USE OF ARABIC

In all modules, Arabic should be used wherever this helps to make training more effective.

1. In lectures and giving instructions, either use Arabic or give an Arabic translation of everything important you say. At all times, be quite certain that all teachers understand you (not just the 'good' teachers).

2. In discussions, let the teachers speak in Arabic; it is much better to have a good discussion in Arabic than a bad one in English.

3. In practice activities, let the groups discuss what they are doing in Arabic.

THE SYLLABUS

The syllabus is designed to be as flexible as possible, to allow trainers to select the training programme which is best suited to their requirements and to the time available.

There are four categories of module:

i) Common core Modules. These cover basic teaching skills and techniques which should be regarded as essential to any teacher. Taken together, they comprise a defined national syllabus for basic in-service training.

   There are Common Core modules at each of the four levels. Trainers are recommended to use all of these modules.

ii) Language Modules. These modules deal with key language areas which are important to teachers working at the prep. stage. They are mainly intended to improve the teachers' own language competence, but also give ideas about how to teach the language they cover.

   There are Language modules at Levels One, Two and Three. Trainers are recommended to use these modules if they feel that language improvement is of prime importance for their teachers.

iii) <u>Optional Modules</u>. These modules cover teaching skills and techniques which are less essential than those in the Common Core modules; which may be important for some teachers but not others; or which may be less easy to apply in existing classroom circumstances.

There are Optional modules at Levels Two, Three and Four. Trainers are recommended to select from among these modules, to build up a training course which precisely meets their particular needs.

iv) <u>Self-Access Modules</u>. These modules are designed to encourage teachers to develop their own professional knowledge and awareness. They require teachers to skim and to read selected passages from some 60 books on English language teaching (available in the libraries of the regional In-Service Training Centres) and answer questions on them. Full trainers' notes permit follow-up and discussion for all of the points which arise from the reading.

There are four Self-Access modules, at Level Four only. They should only be used by teachers who have successfully covered most of the other modules.

This table shows how modules of each category are arranged at each of the four levels:

LEVEL	COMMON CORE	LANGUAGE	OPTIONAL	SELF-ACCESS
One	8	4	-	-
Two	4	4	6	-
Three	4	4	4	-
Four	4	-	4	4

The syllabus is printed in full after the General Information section.

PATTERNS OF TRAINING

Normally, training courses would begin by giving new teachers the basic teaching skills covered in the Common Core modules at Level One. These modules should be used as early as possible with new teachers, preferably before teaching begins.

For the development of courses beyond this point, there are several possibilities:

i) Work through one level each year, using all the

modules.

ii) Work through one level each year, using all the Common Core modules, and choosing from among the remaining modules to complete the year's programme.

iii) First work through all the Common Core modules at all four levels, and go on to the Language and Optional modules later.

Whichever pattern is adopted, it is not necessary to use the modules in strict numerical order. The numbering system is intended for ease of reference, and to give an approximate indication of a recommended sequence. The general notes will indicate where one module must follow, rather than precede, another.

Similarly it is not necessary to cover the whole of one module before beginning another. Many trainers have found it more satisfactory to use only one session of a module on any one day, saving the second session for a later date. This brings more variety into the training course, and allows better opportunities for revision. For example, part of a Level One course might have this pattern:

Day One	Presenting Vocabulary Session One The Present Tenses Session One
Day Two	Repetition Drills Session One Presenting Vocabulary Session Two
Day Three	Repetition Drills Session Two The Present Tenses Session Two

and so on.

ACCREDITATION

Training would be greatly enhanced if teachers were issued with a record showing their participation in training courses. Such a record would give the teacher tangible evidence of his or her progress through the four levels. It would also show the inspector what skills the teacher should have acquired, and so help to give more focus to observation and counselling.

CONTENTS

LIST OF MODULES TITLES

LEVEL ONE

Common Core

1. Presenting Vocabulary
2. Repetition Drills
3. Using the Blackboard
4. Asking Questions
5. Presenting Structures
6. Using Dialogues
7. Practising Structures
8. Planning a Lesson

Language

9. The Present Tenses
10. Talking about the Future
11. Sounds and Spellings
12. People, Places and Things

LEVEL TWO

Common Core

13. Developing Listening Skills
14. Meaningful Practice
15. Making and Using Visual Aids
16. Exploiting a Text: Reading

Language

17. The Past Tenses
18. Pronunciation: Consonants
19. Pronunciation: Simple Vowels
20. Pronunciation: Diphthongs

Optional

21. Homework
22. Classroom Games
23. Teaching Handwriting
24. Introducing Reading
25. Writing Activities
26. Reviewing Techniques

LEVEL THREE

Common Core

27. Eliciting
28. Pairwork
29. Teaching Pronunciation
30. Correcting Errors

Language

31. Modal Verbs
32. The Present Perfect Tenses
33. Stress, Rhythm & Intonation
34. Conditionals

Optional

35. Songs and Rhymes
36. Reading Activities
37. Communicative Activities
38. Classroom Displays

LEVEL FOUR

Common Core

39. Using English in Class
40. Self-Evaluation
41. Teaching a Unit
42. Study Skills

Optional

43. Role Play
44. Making and Using Workcards
45. Functions of Language
46. Classroom Tests

Self-Access

47. Speaking and Listening
48. Written English
49. Classroom Practices
50. Principles and Practices

MODULE 1: PRESENTING VOCABULARY

SESSION ONE

<u>Part One</u> — 60 minutes

Introduction
Showing the meaning with visuals
Showing the meaning in context
Using Arabic

<u>Part Two</u> — 60 minutes

Giving clear examples
Teaching practice
Reserve activity: Next week's words

SESSION TWO

<u>Part One</u> — 30 minutes

A procedure for presenting vocabulary
Asking extension questions

<u>Part Two</u> — 90 minutes

Words from the textbook
Teaching practice
Reserve activity: Challenge

CONTENTS

1 <u>Worksheets</u>

There are <u>two</u> Worksheets. Enough copies should be made to give one to every teacher on the course.

2 <u>Handouts</u>

There is one Handout. A copy should be given to every teacher to take away at the end of the training session.

NOTE:

For activities One and Two in Session Two Part Two, teachers will need copies of Welcome to English Book I, SB and TB.

GENERAL NOTES FOR THE TRAINER

The aims of this module are:

1. To show the importance of teaching the meaning of new vocabulary as well as the form, and of showing how words are used in their context.

2. To show teachers techniques for showing the meaning of new words.

3. To show teachers how to reinforce new vocabulary by asking questions using the new items.

Many teachers introduce vocabulary as a list of isolated words, and present them out of context by repetition drilling. This module is designed to encourage teachers to pay more attention to the meaning of the new vocabulary they teach, and to help them use English in their presentation.

This module is concerned primarily with presentation techniques rather than ways of practising vocabulary or getting pupils to produce it themselves. It is also limited to the presentation of vocabulary rather than structures or patterns - techniques for presenting structures are dealt with in the module Presenting Structures. The techniques recommended in this module can be used for presenting vocabulary before reading a text or dialogue, or for introducing new words as they arise in the course of a lesson.

The techniques introduced in this module are referred to and practised further in several other modules, especially:

8: Planning a Lesson

6: Using Dialogues

15: Making and Using Visual Aids

4: Asking Questions

SESSION ONE PART ONE

60 minutes

INTRODUCTION

1. Tell the teachers that in this module they will learn how to teach new items of vocabulary, so that their pupils will understand them and be able to use them.

Point out that teachers often introduce new vocabulary by repetition drilling.

Give an example of this by writing the word 'grumble' on the board. Tell the teachers that you are going to teach them this word. Quickly demonstrate a repetition drill:

T: Grumble. Grumble. Everybody - Grumble

PP: Grumble

T: Grumble

PP: Grumble

(etc.)

Ask the teachers: Have you learnt this word? What exactly have you learnt? What haven't you learnt?

From their answers, establish that:

.1 They have learnt the <u>form</u> of the word 'grumble' - that is, they have learnt how it is pronounced and how it is spelt.

.2 But they have not learnt what the word <u>means</u> or how it is <u>used</u> in a context.

2. Now point out that many teachers use the Vocabulary Lists at the back of the textbook to introduce new vocabulary.

Ask the teachers: Is this a good method? Does it make the meaning of the new words clear?

Establish that:

.1 Although the pupils can see the Arabic translation, they are still learning the words in a meaningless list - they have no idea at all how the words are used.

.2 They will get the idea that every English word has an exact equivalent in Arabic; this gives a very false

picture of the language. (Give a few examples of simple English words that can have different Arabic equivalents: 'to', 'last', 'so'.)

Tell teachers that Session One of the module will focus on how to show the meaning of new words.

SHOWING THE MEANING WITH VISUALS

1. Write these words on the board:

watch	window	nose

Ask teachers to imagine that they are teaching these words for the first time. Ask them how they can most easily show what they mean.

Answer: By simply pointing at them, and saying 'Look - this is a watch', etc.

So this is one way of teaching the meaning of new words - by showing a real object.

Quickly demonstrate a presentation of the word 'watch':

T: Look - this is a watch (pointing to his watch). A watch. A watch. Everybody - a watch.

PP: A watch.

T: (Gestures). What is it?

PP: (indicates P1)

P1: A watch.

(and so on)

Ask the teachers what kind of words can be presented in this way.

Answer: Anything that is already in the classroom: furniture, items of clothing, parts of the body. Also many objects that can be brought into the classroom: other items of clothing (hats, ties, handkerchiefs); food (oranges, rice); small objects from the house (soap, cups, keys); etc.

2. Write these words on the board:

tree	elephant	ship

Point out that these objects could not be brought into the classroom. Ask teachers how they could show what they mean.

Answer: By showing a picture. This can be done in two ways:

i) by drawing a picture on the board
ii) by showing a picture which you have prepared before the lesson (a drawing or a photograph)

Ask teachers which of the three words could easily and clearly be drawn on the board. Ask a teacher to come up and show how to draw each object.

Do not go into too much detail about using pictures at this point. It will be dealt with in a separate module: Using Visual Aids.

3. Write these words on the board:

sneeze	knock	dig

Ask teachers what is the easiest way to show their meaning.
Answer: By demonstrating, using actions and facial expressions.
Quickly demonstrate a presentation of the word 'sneeze':

T: Look - (mime someone sneezing) Atchoo!
I've just sneezed. This is to 'sneeze', 'sneeze'.
Can you say it? (Gesture)

PP: Sneeze.

T: Again. Atchoo!

PP: Sneeze.

Ask teachers what other words can be taught in this way.

Answer: Most action verbs (sit, stand, open, write); some adjectives (happy, worried, ill).

4. Summarise what you have said so far. Point out that you have discussed three ways of showing the meaning of words with visuals.

Write up the following list on the board or show it on the OHP. Leave space below to add to it later in the Session:

> TEACHING VOCABULARY
>
> 1. SHOW MEANING WITH VISUALS
>
>   i) real objects
>   ii) picture (flashcard, blackboard drawing)
>   iii) actions, facial expressions.

Make these points:

.1 For suitable vocabulary, using visuals is very effective: it is direct, it is interesting and it makes an impression on the class.

.2 Of course, not all words can be presented in this way. You should only use visuals to present vocabulary if it can be done quickly, easily and clearly.

SHOWING THE MEANING IN CONTEXT

1. Write these words on the board:

lazy	building

Tell the teachers that you will demonstrate another technique for showing the meaning of words.

Give these two demonstrations, speaking slowly and emphasising the important words:

Demonstration One

> Some people work hard. Others don't work hard. They are lazy. For example, I have a brother. He is very lazy. He gets up late, and then he does nothing all day. I say to him, 'Do some work. Don't be so lazy!'

Demonstration Two

> Houses are buildings. This school is also a building. Mosques and churches and hotels are all buildings. In Cairo there are many tall buildings.

Ask teachers to tell you how you showed the meaning of the words.

Answer: By using the word in a context, giving an example.

Point out that:

.1 It is not necessary to give a complicated explanation. The meaning can be shown by simple sentences.

.2 This can be done by making simple statements using the word (e.g. Houses are buildings. This school is also a building), or by imagining an example (e.g. My brother is lazy. He gets up late and then does nothing all day).

.3 A good example should clearly show the meaning of the word to someone who doesn't know it already. So it is not enough just to say 'My brother is lazy' - it doesn't show what 'lazy' means. We must add, 'He gets up late, and then does nothing all day'.

2. Now write these words on the board:

toy	look after	crowded

Ask teachers to write down one example for each word (if you like, they can work in pairs). Each example should show the meaning of the word as clearly as possible.

When most teachers have finished, stop the activity and ask them what sentences they thought of. Encourage them to give complete, clear examples which really show the meaning of the word.

3. Summarise what you have said so far. Add the following notes to your list on the board or OHP:

> 2. SHOW MEANING IN CONTEXT
>
> i) simple statements
> ii) imagined examples

USING ARABIC

1. Discuss with the teachers when they think they should give an Arabic translation of a word. Then make these points yourself:

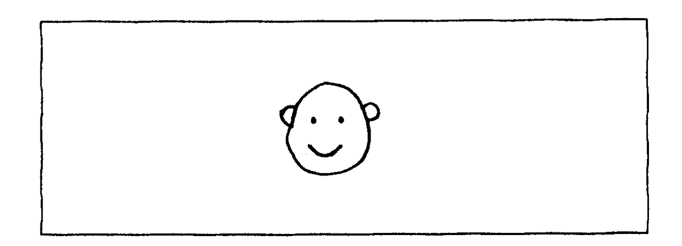
.1 It is often useful to give the Arabic equivalent of a word - it may be the clearest and simplest way to show the meaning.

.2 You should certainly give an Arabic translation if you think the pupils haven't understood.

.3 You should not rely only on an Arabic translation to show the meaning. Give an example as well so that the pupils can hear the word used in an English sentence.

2. Tell the teachers that often a combination of techniques is the best way to show the meaning of a word.

Demonstrate this by introducing the word 'smile', drawing the picture on the board first.



T: Look - he's smiling. He's smiling. Look at me - I'm smiling. Smiling. (show by facial expression). (Give Arabic translation). Smile. We smile when we are happy. Smile. (Gestures)

PP: Smile

Ask teachers what different techniques you used in your demonstration, and why you used each one.

Answers:
i) Picture on board (interesting, pupils remember it)
ii) Facial expression (gives meaning clearly)
iii) Arabic translation (to make sure everyone understands)
iv) Example (shows how 'smile' is used as a verb)

Point out that each technique is very quick (a few seconds), and they all reinforce each other.

END OF PART ONE

SESSION ONE PART TWO 60 minutes

ACTIVITY ONE: GIVING CLEAR EXAMPLES

1. Divide the teachers into groups of four or five. Give every teacher a copy of Worksheet One.

Ask them to look at Activity One. In their groups, they should decide how to make each example clearer, and at least one person in the group should write their examples down.

2. When most groups have finished, discuss the examples together. If you like, ask teachers to come to the front and demonstrate giving their examples.

ACTIVITY TWO: TEACHING PRACTICE

1. Divide the teachers into their groups again. Ask them to look at Activity Two on their worksheets, and give these instructions.

- Decide together in your groups what is the best way to present the meaning of each word. Decide exactly how you would present the words: if you would draw a picture, actually draw one on a piece of paper; if you would give an example, write down what you would say.

Go from group to group, giving help where necessary. Stop the activity after about 10 minutes.

2. Take the first word (Laugh), and ask two or three teachers to come to the front and demonstrate their presentation. Do the same with all the six words.

Points to watch for:

i) Did the teacher make the meaning of the word completely clear, using a combination of techniques?

ii) Was the teacher's presentation interesting? Would it involve the pupils?

RESERVE ACTIVITY: NEXT WEEK'S WORDS

1. Choose new vocabulary from lessons which the teachers will have to teach during the next week.

2. Call the words out, and ask for volunteers to come to the front and demonstrate how to show their meaning. If you like, give a few minutes for teachers to prepare their presentations.

END OF SESSION ONE

WORKSHEET ONE **Session One Part Two**

Activity One: Giving Clear Examples

1. The examples beside the six words below are not enough to make the meaning of the words clear.

   Add one or two sentences to each one, so that the meaning of the word is shown clearly.

   1. TEMPLES There are many Temples near Luxor.
   2. CLOTHES In the morning, we put on our clothes.
   3. NOISY The pupils were very noisy.
   4. LOOK FOR I'm looking for my pen.
   5. VISIT Last weekend I visited my uncle.
   6. COTTON Cotton is grown in Egypt.

2. What other techniques could you use (pictures, gesture, etc.) to make the meaning of each word clearer?

Activity Two: Teaching Practice

Look at these words. Decide exactly how you would present each one. If possible, think of a variety of techniques.

laugh	cold
absent	apron
cheese	wall

SESSION TWO PART ONE — 30 minutes

A PROCEDURE FOR PRESENTING VOCABULARY

1. Tell the teachers that in this session you will show a complete procedure for presenting new vocabulary.

Explain that you will give a demonstration, showing how to present the word 'kitchen'. The teachers should act as pupils, but they should also notice what happens at each stage of the demonstration. Give the demonstration, using this script as a guide:

STAGE 1

T: Listen. In our flat we have a small kitchen. A kitchen is a room. We cook our food in the kitchen, and we wash the dishes. Do you understand what a kitchen is? Who can say it in Arabic? (P1 raises hand). Yes?
P1: مطبخ
T: Good.

STAGE 2

T: Now, let's say it in English. Kitchen. Ki - chin. Kitchen. (Gestures).
PP: Kitchen
T: Kitchen
PP: Kitchen
T: Good. This is how we write it. (Writes 'kitchen' on the board).

STAGE 3

T: Do you have a kitchen in kitchen in your flat? (Indicates P2)
P2: Yes, (we do).
T: Is your kitchen large or small? (P3 raises hand).
P3: Small.
T: Mm. Who works in your kitchen? (Indicates P4)
P4: My mother.
T: And what does she do there? Who can answer? (P5 raises hand)
P5: She (cooks) etc.
T: Yes, good. She (cooks in the kitchen).

End of demonstration

2. After the demonstration, ask teachers to tell you what happened at each stage. From their answers, establish these main points:

Stage 1: Teacher shows the meaning of the word, using the techniques discussed in Session One. He checks that the pupils have understood.

Stage 2: Teacher models the new word: that is, he says the word and the class repeats. He also writes it on the board.

Stage 3: Teacher asks a few 'extension questions' round the class, using the new word.

As you go through the stages, write the following table on the board or show it on an OHP:

		Time
1. SHOW MEANING	Show what the word means Check that pupils understand	30 secs
2. MODEL	Say the word, class repeats Write the word on the board	30 secs
3. EXTENSION	Ask questions round the class using the new word.	1 minute

Point out that:

.1 You have shown the procedure in three separate stages to make it clearer. In reality, Stages 1 and 2 are often done together (for example, if a teacher shows a real object, he can show the meaning and model the word at the same time).

.2 The total time for all three stages should not be more than a couple of minutes.

Now ask the teachers these questions (suggested answers given after each one):

.1 The teacher was careful to check that the pupils understood the word. How did he do this?
By asking a pupil to say it in Arabic. ('Do you understand what a kitchen is? Who can say it in Arabic?'). This is better than saying it in Arabic himself - it helps to focus the pupils' attention.

.2 What was the purpose of the extension questions at the end?

Extension questions do three things:

i) they help the teacher to be sure that pupils really understand the word;
ii) they give the pupils more examples of how the word is used, in a way that involves them;

iii) they give a chance to practise other language (big, small, Present Simple, work, cook).

ASKING EXTENSION QUESTIONS

1. Tell the teachers they are going to practise making their own extension questions.

Explain that two kinds of question are suitable:

i) personal questions (e.g. 'Is your kitchen big or small?'). You can ask this type of question to one or two pupils in turn.

ii) 'general knowledge' questions (e.g. 'What different things can you find in a kitchen?'). You can ask this type of question to the whole class, with one pupil volunteering an answer.

Point out that questions should be simple and require only short answers. If necessary, give a few more examples of your own, using a different word (e.g. 'library').

2. Write these words on the board:

to cook	lion	holiday

Ask teachers to imagine that they have already shown the meaning of these words and modelled them - they have reached t he end of Stage 2.

Teachers should think of two or three extension questions for each word, and write them down. If you like, they can do this in pairs.

3. After a few minutes, stop the activity. Taking each word in turn, ask teachers to read out their questions.

Distribute the Handout. Give time for teachers to read through it, and answer any questions they may have.

Make these final points:

.1 Of course there is not time to introduce <u>all</u> the words in the lesson with examples and extension questions. Teachers should concentrate on the most <u>important</u> new vocabulary only - the words that pupils will most need to remember and use themselves.

.2 The more teachers try to give examples and ask extension questions, the more practice their pupils will have in <u>listening</u> to English. So this is not 'wasting' time but making good use of it.

END OF PART ONE

SESSION TWO PART TWO 90 minutes

For Activities One and Two, teachers will need copies of 'Welcome to English' Book I, SB and TB.

ACTIVITY ONE: WORDS FROM THE TEXTBOOK

1. Quickly review the techniques for presenting vocabulary that was covered in Session 1. Elicit these from the teachers (5 minutes).

2. Divide the teachers into pairs or groups of three. Give every teacher a copy of Worksheet Two. Ask them to look at Activity One on the Worksheet.

Read through the instructions with them, checking understanding.

3. Working in their pairs or groups, the teachers should discuss the answers to the questions. Go from group to group giving help where necessary.

4. When most pairs/groups have finished, stop the activity. Ask different pairs/groups to report back to the rest of the group and invite comments and suggestions from the others.

ACTIVITY TWO: TEACHING PRACTICE

1. Ask teachers to work in their pairs or groups again. Ask them to look at Activity Two on the Worksheet.

Read through the instructions. Ask each pair or group to prepare to demonstrate how to teach the set of words they were looking at in Activity One.

2. Teachers prepare their demonstrations (10 minutes). Go from group to group, giving help where necessary. Groups who finish before the others can try out their demonstrations among themselves.

3. Ask one person from each pair/group to demonstrate. The rest of the class act as pupils. The others should pretend that they do not know the words already. Allow 5 minutes for each demonstration.

4. After each demonstration, ask the other teachers to comment briefly. If another group has prepared the same set of words, ask for a second demonstration, if necessary. Keep all comments

and your own advice as brief and as positive as you can so that the activity runs smoothly and briskly.

Points to watch for:

Stage 1: Did the teacher use the best way to show the meaning? Did he make the meaning clear? Did he check that the pupils understood?

Stage 2: Did he model the word clearly and get the class to repeat 2-3 times?
Did he pay attention to pronunciation?
Did he write the word clearly on the board?

Stage 3: Were the extension questions simple enough? Were they interesting? Did they involve the pupils? Did the teacher form the questions correctly?

RESERVE ACTIVITY: CHALLENGE

This is a game for developing fluency in presenting vocabulary.

1. Divide the teachers into two 'teams'. In turn, one person from each team thinks of a word which might be difficult to present, and calls it out. A person from the other team must (with no preparation) try to show the meaning of the word. If they can do it, they get one point. If they can't present the word, they can 'challenge' - the person who originally called out the word must try to show its meaning. Continue until most teachers have either called out a word or tried to present one.

2. Play the game again, but this time teachers must try to ask an extension question using the word.

END OF MODULE

MODULE 1

WORKSHEET TWO **Session Two Part Two**

ACTIVITY ONE: WORDS FROM THE TEXTBOOK

Look at the following list of words and the lessons from Welcome to English Book I, in which they are introduced for the first time.

a)	head, body, leg	2: 4a	(SB p. 10)
b)	above, on top of	9: 5	(SB p. 57)
c)	small, long, big	10: 6a	(SB p. 66)
d)	sleep, work	11: 1	(SB p. 71)
e)	leather, be made of	15: 4	(SB p. 106)

The trainer will give you one of these sets of words to look at:

What to do:

1. Find the lesson in the SB. How is the meaning of the words shown (e.g. picture, example etc.)?
2. What other techniques could you use to reinforce the meaning of each word? Think of at least one other technique which would be suitable.
3. When you have finished, compare your suggestions with those in the Teacher's Book notes for the lesson.

ACTIVITY TWO: TEACHING PRACTICE

Prepare to demonstrate how to teach the set of words you looked at in Activity One.

Remember the 3 stages for teaching vocabulary:

1. SHOWING MEANING: Show what the word means
Check that pupils understand
2. MODEL: Say the word; class repeats
Write the word on BB
3. EXTENSION: Ask quick questions round the class, using the new word.

MODULE 1 HANDOUT: PRESENTING VOCABULARY

A. When you present a new word:

1. Show what the word means.
   Check that pupils understand.

2. Model the word: Say it, and get the class to repeat. Write it on the blackboard.

3. Extension: Ask a few simple questions, using the new word.

B. Some ways of showing meaning:

1. Use visuals

   i) real objects
   ii) pictures (flashcards, blackboard drawings)
   iii) actions, facial expression.

2. Show the meaning in context

   i) use the word in a simple statement
   ii) imagine an example which makes the meaning clear.

3. Use Arabic

   - This may be the easiest way to show the meaning of an abstract word.

   - don't only use Arabic - give an example in English first.

   - Instead of telling the class the Arabic translation, get the pupils to tell you.

MODULE 2: REPETITION DILLS

SESSION ONE

Part One — 40 minutes

Introduction
Demonstration: Repetition Drill
Discussion

Part Two — 80 minutes

Teaching practice
Reserve activity: Next week's lessons

SESSION TWO

Part One — 40 minutes

Introduction: Drilling longer sentences
Demonstration: Backchaining
Demonstration: A complete drill

Part Two — 80 minutes

Preparation for backchaining
Teaching practice

CONTENTS

1 Worksheets

There are two Worksheets. They can be copied and distributed to the teachers; alternatively, the sentences on them can be read out and written down by the teachers.

2 Handouts

There is one Handout. A copy should be given to every teacher to take away at the end of the training session.

NOTES

1. For the Reserve Activity in Session One Part Two, teachers will need copies of one of the textbooks they are currently using.

2. For Activity Two in Session Two Part Two, teachers will need copies of Welcome to English Book I Student's Book (SB) and Teacher's Book (TB).

GENERAL NOTES FOR THE TRAINER

The aims of this module are:

1. To give teachers an effective technique for repetition drilling.

2. To show teachers when to use repetition drills and for how long.

Although repetition drills are used very widely by teachers, they are often done badly, for too long and in a monotonous way. This module sets out to show that repetition drills can be done in a way which is efficient and lively, and which gives plenty of practice in listening and repeating in a minimum of time.

This module is concerned with modelling and drilling key sentences in a lesson. Techniques for modelling words and phrases are given in <u>Presenting Vocabulary</u> (1). Drilling the lines of a dialogue to be learnt by heart is dealt with specifically in <u>Using Dialogues</u> (6).

This module introduces basic techniques for modelling and drilling, and is only concerned with repetition drills. Techniques for substitution, transformation, and question/answer drills are developed in later modules, especially:

7: <u>Practising Structures</u>
14: <u>Meaningful Practice</u>
28: <u>Pairwork</u>
9: <u>The Present Tenses</u>
17: <u>The Past Tenses</u>

SESSION ONE PART ONE 40 minutes

INTRODUCTION

Tell the teachers:

.1 Repetition drilling is done by teachers all over the world; it is one of the most basic techniques of language teaching.

.2 If it is done well, a repetition drill should:
- give all pupils a chance to hear an important pattern many times;
- give pupils a chance to say the pattern, first in chorus, then individually.

A good repetition drill should not last longer than one minute.

.3 Repetition drills are easy to do well, but they are often done badly:

- sometimes teachers do not give pupils enough chance to hear the pattern before they begin saying it;
- sometimes teachers call on individual pupils before they have practised enough in chorus - this can make pupils feel embarrassed;
- sometimes teachers drill too slowly, so pupils lose interest.

Tell the teachers that the aim of this training session is to show them how to drill as effectively as possible.

DEMONSTRATION

Tell the teachers that you will show them a basic technique for an effective repetition drill.

Write on the board:

I hope you'll like it here

Demonstrate the drill, using the teachers as pupils. Follow these steps, paying particular attention to clear gestures (use the pictures as a guide):

.1 Gesture for pupils to be silent and listen. Model the pattern three times - pupils listen.

.2 Model the pattern, and get the whole class to repeat in chorus - give clear beckoning gestures. Repeat two or three times.

.3 Get half the class to repeat - gesture by beckoning with one hand and holding out the other. Get a few repetitions from each half of the class. Stop modelling at this point.

.4 Get repetitions from small groups of pupils - indicate the group with your hand. (Do not model the pattern).

.5 Get individual pupils to repeat, by pointing with your finger.

.6 Vary steps 2 - 5 in a random order, for about 30 seconds. Give clear gestures, but do not model the pattern again.

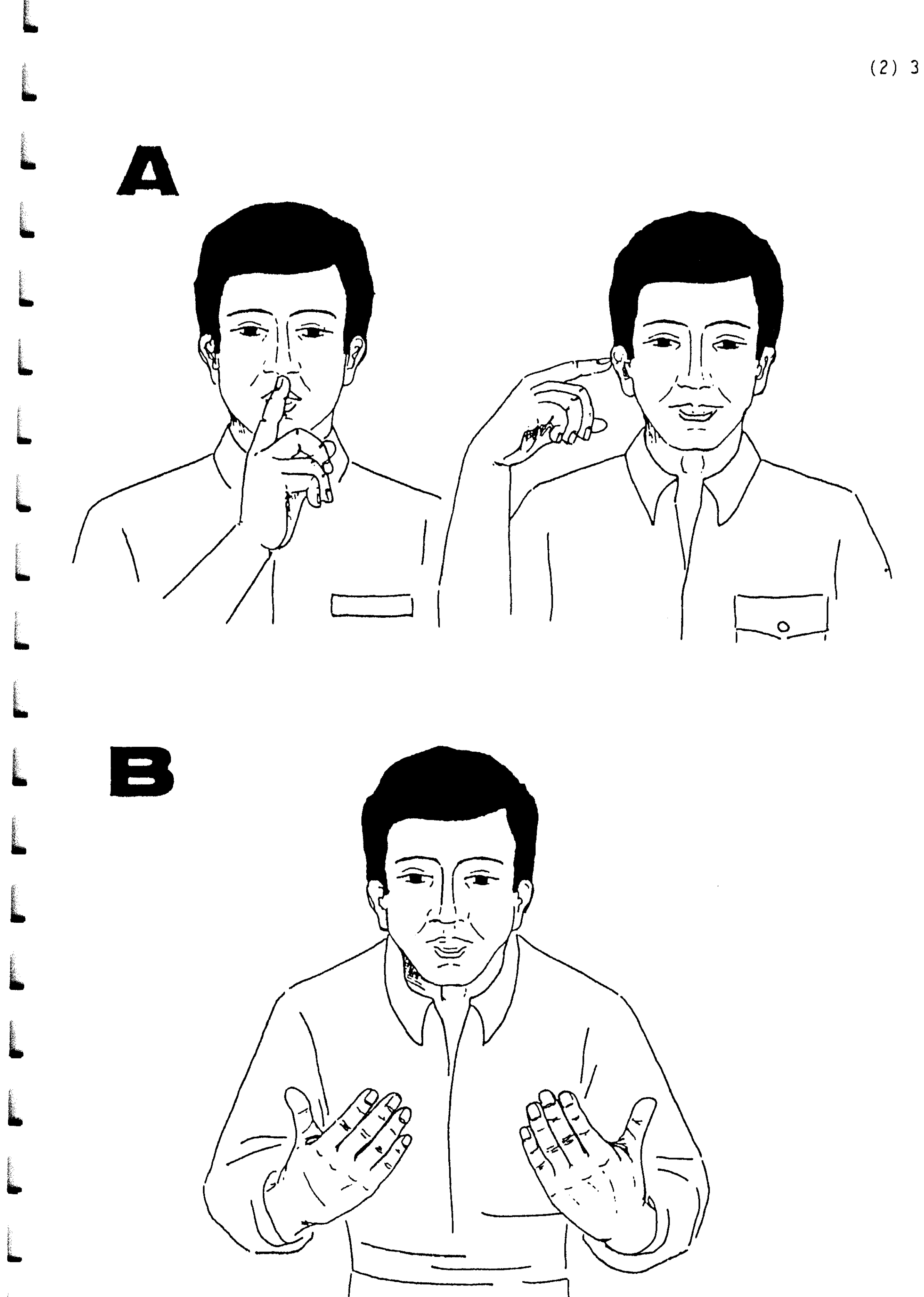
DISCUSSION

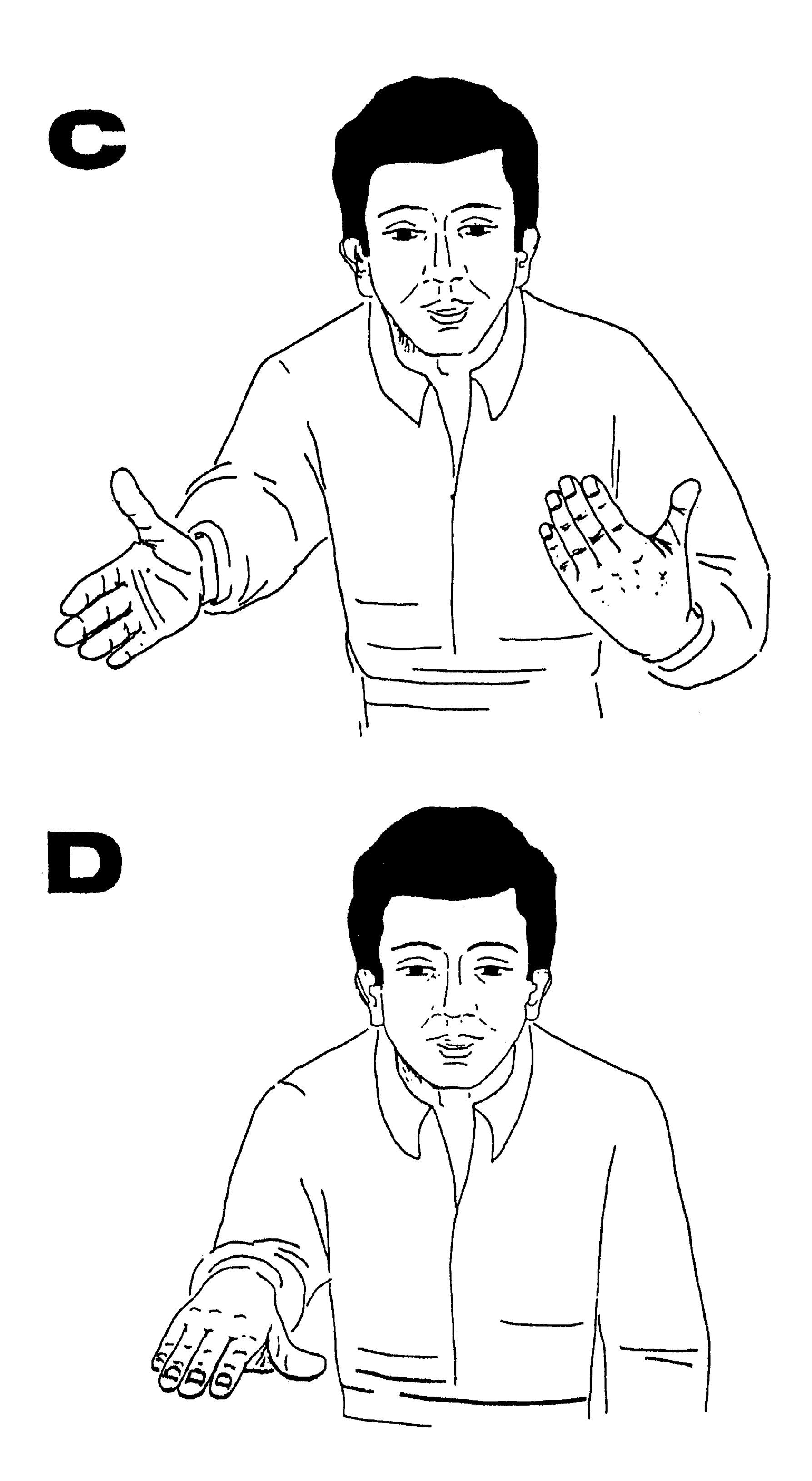
1. Show this outline of the steps on the overhead projector or the BB:

REPETITION DRILL

1. Gesture for silence. Teacher models, pupils listen.
2. Gesture for whole-class repetition. Teacher models.
3. Gesture for half-class repetition. Teacher models if necessary.
4. Gesture for small group repetitions. Modelling stops.
5. Gesture for individual repetitions. No modelling.
6. Steps 2 - 5 repeated in any sequence for 30 seconds. No modelling.

Talk about the steps in detail. If possible, get the teachers to tell you:


A
B


C
D

E



A	SILENCE LISTEN
B	WHOLE-CLASS REPEAT
C	HALF-CLASS REPEAT
D	GROUP REPEAT
E	INDIVIDUAL REPEAT

i) exactly what happens at each step and why;
ii) what gestures the teacher could make at each step.

Note: Do not insist on any one 'correct' gesture, but rather encourage teachers to think how to make their gestures clear and easily understood by the class. If you like, get teachers to demonstrate different possible gestures for each step.

From teachers' answers, establish the points below. If necessary, quickly demonstrate each step again after you have talked about it.

	WHAT HAPPENS?	WHY?
1.	Teacher gestures pupils to be silent and listen. Teacher gives 3 or 4 models, pupils listen in silence.	So that pupils can become familiar with the pattern before they begin to practise it.
2.	Teacher gestures for the whole class to repeat. Teacher models 4 or 5 times, class repeats in chorus.	Pupils can repeat from a good model. Because they are repeating in chorus, pupils feel secure.
3.	Teacher gestures for half the class to repeat: first one half, then the other, 2 or 3 times. Teacher models again only if there are problems.	Pupils still feel secure. The other half has a chance to listen to the pattern.
4.	Teacher gestures for small groups to repeat (e.g. one or two desks). Groups chosen in random order. Teacher models only if necessary.	Teacher can identify mistakes. Choosing groups at random keeps pupils' attention.
5.	Teacher gestures for individual pupils to repeat. No modelling. Pupils chosen in random order.	Pupils have the chance to show that they have mastered the pattern. They should now be able to say it alone.
6.	Steps 2 - 5 repeated in varied order for 30 seconds. Teacher does not model. Teacher does the drill quickly.	The pupils have to remain active and pay attention. Each pupil will hear the pattern many times and say it several times.

Point out that the drill should flow smoothly without interruption. If possible, the only words the pupils hear should be those of the pattern they are learning. Because of this:

i) the teacher should smile, rather than say 'Good' or 'Well done';

ii) the teacher should use clear gestures, rather than using names or saying 'Everybody';

iii) the teacher should not stop to correct a pupil who makes a mistake, but simply give the model again or pass on to another pupil;

iv) the pupils should stay sitting down during the drill.

END OF PART ONE

SESSION ONE PART TWO 80 minutes

ACTIVITY ONE: TEACHING PRACTICE

Note: The sentences for drilling on Worksheet One have been intentionally chosen so that they will not already be familiar to teachers. They are expressions that might be used when speaking to an English visitor to Egypt.

If you prefer, choose twenty-five key patterns from the textbook to use for drilling practice. If so, make sure that they are all short sentences (not more than about seven syllables).

1. Distribute copies of Worksheet One. Give each teacher one of the sentences to demonstrate. Give a few seconds for teachers to look at their sentence. Go round the class and if necessary help teachers with any pronunciation problems.

2. Ask teachers to come out in turn and demonstrate drilling their sentence. They should write their sentence on the board, then drill it, following the six steps you showed them. The rest of the teachers act as pupils.

Points to watch for:

i) The teacher should give clear models at the beginning.

ii) The teacher should stop modelling as soon as it is no longer necessary.

iii) The teacher should give clear gestures.

iv) The teacher should keep the drill 'flowing' at a steady pace.

3. After each demonstration, discuss the good points and also point out any weaknesses, so that demonstrations gradually improve.

RESERVE ACTIVITY: NEXT WEEK'S LESSONS

1. Divide the teachers into pairs or groups of three. Ask them to look at lessons they will be teaching next week.

From each lesson, they should choose two or three key sentences that they think would be suitable for a repetition drill.

2. Discuss together what sentences they chose. Ask a few teachers to demonstrate a drill using the shorter sentences (not more than seven syllables).

END OF SESSION ONE

MODULE 2

WORKSHEET ONE: **Session One Part Two**

SENTENCES FOR DRILLING

1. May I introduce you?
2. It's nice to meet you.
3. Are you enjoying yourself?
4. Where are you staying?
5. What country do you come from?
6. Do you know how to swim?
7. Have you finished your meal?
8. I enjoy teaching.
9. Can I help you?
10. Do you need anything?
11. Give him two pounds for it.
12. How do you like Aswan?
13. I like Sohag very much
14. Welcome to Egypt.
15. How do you like Egypt?
16. What's your nationality?
17. I've never been to England.
18. Have you been to Luxor yet?
19. Do you like Egyptian food?
20. I'm a teacher of English.
21. I teach in a prep. school.
22. I've enjoyed meeting you.
23. I hope I'll see you again.
24. When are you leaving?
25. I have to go now.

SESSION TWO PART ONE

40 minutes

INTRODUCTION: DRILLING LONGER SENTENCES

1. Tell the teachers that in Session One they practised drilling short sentences. In this Session you are going to show them how to drill longer sentences.

Write this sentence on the board:

Did you really see a red bird which flew to the moon?

Point out that this sentence is taken from Welcome to English Book II, Unit 4: 3. The Teacher's Book gives the teacher instructions to drill this sentence (and one other similar sentence) before getting the students round the class to make more questions beginning "Did you really ...?"

Ask the teachers: Can we drill this sentence in the same way as the sentences in Session One?

Answer: No, because it is too long. If pupils try to repeat this sentence as a whole, they will get lost and the drill will not work. So we need to break the sentence into sections, and practise one section at a time.

2. Ask teachers to suggest how to break the sentence into sections.

Establish that the breaks should be in natural places. The sentence naturally divides into:

"/Did you really see a red bird // which flew to the moon?/"

The second half naturally divides into:

"/which flew // to the moon/"

3. Tell the teachers that the best way to drill the sentence is to start with the end of the sentence, and gradually build back to the beginning:

to the moon -
which flew to the moon -
a red bird which flew to the moon -
Did you really see a red bird which flew to the moon?

This technique is called 'Backchaining' (write it on the board).

Explain that 'backchaining' is useful for two reasons:

.1 When pupils repeat a long sentence, they concentrate on saying the first part and so they forget how it ends. If we use 'backchaining', pupils learn the end of the sentence first; so they can easily remember it when they try to say the whole sentence.

.2 The sound pattern of each response is more natural when it includes the end of the sentence. So 'backchaining' also gives good pronunciation practice.

DEMONSTRATION: BACK-CHAINING

Give a slow, step-by-step demonstration of how to 'build up' a sentence by backchaining. Use the teachers as pupils, but also describe each step as you demonstrate it.

Step 1 Teacher models the whole sentence 2 times. Pupils listen in silence.

T: Did you really see a red bird which flew to the moon?

Step 2 Pupils repeat the end of the sentence.

T: To the moon?

PP: To the moon? (once)

Step 3 The next section is added.

T: Which flew to the moon? (gesture for repeat)

PP: Which flew to the moon? (once)

Step 4 The next section is added.

T: A red bird which flew to the moon?

PP: A red bird which flew to the moon? (Once or twice as necessary)

Step 5 Pupils repeat the whole sentence.

T: Did you really see a red bird which flew to the moon?

PP: Did you really see a red bird which flew to the moon? (Once or twice as necessary)

After your demonstration, point out that this was only the <u>first part</u> of the drill. It would be followed by a fast drill using whole class, half class, group and individual repetition, as in Session One.

DEMONSTRATION: A COMPLETE DRILL

1. Write this sentence on the board:

You must come and visit us in Aswan

Ask the teachers to suggest how to break the sentence into sections for backchaining.

There are two possible answers. Either:

In Aswan - visit us in Aswan - come and visit us in Aswan
You must come and visit us in Aswan.

Or: in Aswan - visit us in Aswan - You must come - You must come and visit us in Aswan.

The demonstration shows the first of these two possibilities.

2. Now demonstrate a complete drill, showing how the sentence is 'built up' by backchaining and then quickly drilled. Use the teachers as pupils. This time, demonstrate without any commentary, and try to complete the whole drill in about <u>one minute</u>.

Follow these steps:

.1 T: You must come and visit us in Aswan
(2 models, pupils listen)

.2 T: In Aswan (gesture)
PP: In Aswan (once)

.3 T: Visit us in Aswan (gesture)
PP: Visit us in Aswan (once)

.4 T: Come and visit us in Aswan (gesture)
PP: Come and visit us in Aswan (once or twice as necessary)

.5 T: You must come and visit us in Aswan (gesture)
PP: You must come and visit us in Aswan (once or twice as necessary)

.6 Drill the whole sentence: half class, small group, individual pupils (as in Session One). Do not model unless absolutely necessary.

3. Before you divide them into their practice groups, discuss with the teachers <u>when</u> to use repetition drills and for <u>how long</u>. Make these points:

.1 The purpose of a repetition drill is to give intensive practice of the most important patterns. So teachers should only drill the <u>key patterns</u> in the lesson, or perhaps a short dialogue which can be learnt by heart. They should <u>not</u> try to drill the whole of a text.

.2 If it is done well, drilling is a very <u>intensive</u> activity. So a drill should not last more than <u>one minute</u> - often 30 seconds is enough.

.3 Drilling should only be <u>one</u> of <u>many</u> activities that make up the lesson. Repetition drills should not take up more than 5 minutes of the whole lesson.

Give every teacher a copy of the Handout. Give time for them to read through, and answer any questions they may have.

END OF PART ONE

SESSION TWO PART TWO 80 minutes

ACTIVITY ONE: PREPARATION FOR BACKCHAINING

1. Point out to the teachers that before they drill a long sentence they must decide exactly how they will divide it into sections for backchaining.

Write these sentences on the board:

1. I didn't really see a red bird.
2. How much do the other stamps cost?
3. Huda has been to the pharmacy.

Explain that these sentences are all taken from Welcome to English Book II, and in each case, the Teacher's Book suggests that they are drilled as models of a piece of language which the teacher has previously presented.

2. Divide the teachers into pairs or groups of three. They should decide exactly how they would divide each sentence into sections for backchaining.

3. When most pairs have finished, stop the activity and discuss the answers together. From teachers' suggestions, build up a series of 'steps' on the board:

e.g. a) A red bird.
b) Really see a red bird.
c) I didn't really see a red bird.

More than one answer is possible in each case.

ACTIVITY TWO: TEACHING PRACTICE

For this activity, teachers will need to bring copies of Welcome to English I, SB and TB.

1. Divide the teachers into pairs and ask each pair to look at one of these lessons from Welcome to English I, SB and TB:

Unit 6, Lesson 1a
Unit 12, Lesson 1

2. Give each teacher a copy of Worksheet 2, which gives instructions for the activity to each pair of teachers. Read through the instructions on the Worksheet for each activity to

check understanding. Working together, each pair should prepare to demonstrate the drill in the lesson they are looking at. Go from pair to pair, assisting where necessary.

3. Ask a few teachers from selected pairs to come up and demonstrate the drill they have prepared. Each teacher should drill one sentence. The rest of the group should act as pupils.

Points to watch for:

1. The teacher should model the whole sentence clearly first.

2. He should backchain the sentence efficiently.

3. The choral repetition should be tidy and not too loud.

4. The teacher should use clear gestures.

5. He should get small group and individual repetitions after the choral work.

6. He should stop modelling at this point.

7. He should keep the drill moving at a fairly rapid pace.

END OF MODULE

MODULE 2

WORKSHEET TWO **Session Two Part Two**

TEACHING PRACTICE

Your trainer will give you one of the following lessons from Welcome to English Book I to look at:

A. Unit 6, Lesson 1a
B. Unit 12, Lesson 1

What to do:

1. Find the lesson in the SB and the notes in the TB.

2. Imagine you have completed the "Present" stage of the lesson, as explained in the TB. Now prepare to demonstrate a repetition drill of the following sentences which you have presented:

For Lesson A. 1. (Take your book and stand up)

2. (Go to the door and open it)

3. (Go outside and put down the book)

For Lesson B: 1. (When does the bus leave?)

2. (It leaves at two)

3. (How long does it take?)

Use the notes in the TB under 'Drill' to help you.

Remember:

- Progress from whole class repetition (T - C) to Group T - G) and Individual (T - S) repetition of the sentences. Use clear gestures to indicate this.
- Plan where you will divide the sentences for back-chaining, if you think it necessary.
- Keep the drill short and lively (No more than 5 minutes).
- Try to apply the techniques for Repetition Drilling that you have learnt in this Module.

MODULE 2 HANDOUT: REPETITION DRILLS

Steps:

1. Teacher models in silence, pupils listen.
2. Teacher models, class repeats in chorus.
3. Teacher models, half class repeats.
4. Small group repeats (teacher stops modelling).
5. Individual pupils repeat (no modelling).
6. Steps 2 - 5 repeated fast, in any sequence.

Note: Break down a long sentence by backchaining. Make breaks in suitable places so each part makes sense when it is repeated.

Remember:

- Give clear gestures.
- Smile encouragement, and do not interrupt the drill by calling names.
- Pupils should stay sitting down during the drill.
- Move around and look alert, to keep the interest of the pupils.
- Never drill more than about five sentences in one lesson (the most important sentences in the lesson).
- Each drill should last no more than one minute. Do not spend more than five minutes altogether doing repetition drills.

MODULE 3: USING THE BLACKBOARD

SESSION ONE

Part One — 45 minutes

Techniques for using the blackboard
Presenting structures on the blackboard
Using the blackboard for practice

Part Two — 75 minutes

Blackboard examples
Designing structure tables
Using practice tables

SESSION TWO

Part One — 30 minutes

Introduction: Blackboard drawings
Techniques for blackboard drawing

Part Two — 90 minutes

Stick figures
Other blackboard drawings
Using the textbook (1)
Reserve activity: Using the textbook (2)

CONTENTS

1 Worksheets

There are two Worksheets. Enough copies should be made to give to every teacher on the course.

2 Handouts

There is one Handout. It should be distributed at the end of the Module.

Notes:

For all the demonstrations in this module, the trainer will need a good blackboard, chalk (white and coloured if possible) and a cloth.

For the activities in Session Two Part Two, teachers will need paper to draw on. If possible, provide at least one sheet of typing or duplicating paper for each teacher on the course.

For Activity Two in Session One Part Two, teachers will need copies of Welcome to English Book I Students Book.

For Activity Three in Session Two Part Two, they will need copies of Welcome to English Book II Students Book.

For the Reserve Activity in Session Two Part Two, they will need copies of Welcome to English Book II Students Book and Teachers Book.

GENERAL NOTES FOR THE TRAINER

The aims of this module are:

1. To improve teachers' basic technique in using the blackboard.

2. To show teachers how the blackboard can be used as an aid in presentation and practice.

3. To show teachers how to do simple drawings on the blackboard.

The blackboard is the one visual aid that all teachers have at their disposal and can use without special preparation. This module shows teachers how they can make fuller use of the blackboard, as well as use it more effectively. As this is a First Level module, it concentrates on the most basic uses of the blackboard: for presenting new words and structures, and writing tables for presentation and practice, and for simple drawings showing people, places and objects.

This module does not show how to use the blackboard to give models of handwriting, or for practice in reading or copying words. These topics are dealt with in:

23: Teaching Handwriting
24: Introducing Reading

Some of the uses of the blackboard included in this module are also referred to in other modules, especially:

1: Presenting Vocabulary (drawings, writing words on the board)
5: Presenting Structures (writing examples on the board)
15: Making and Using Visual Aids (structure tables, drawings)

SESSION ONE PART ONE 45 minutes

TECHNIQUES FOR USING THE BLACKBOARD

1. Tell the teachers that in this Session you will discuss some basic techniques for using the blackboard, and show them some activities for which the blackboard can be used.

First of all, demonstrate how to write effectively on the blackboard. Write a sentence on the board, making sure that you write clearly and in a straight line, stand in the correct position, and talk as you write.

From your demonstration, ask the teachers to tell you what the important features are of good blackboard writing.

Establish these points:

.1 You should write clearly. The writing should be large enough to read from the back of the class.

.2 You should write in a straight line. This is easy if you imagine the board as being in two or three sections - so you write across one section, not across the whole board.

.3 You should stand properly. Stand at 45 degrees, half facing the board and half facing the class, and with your arm fully extended. In this way the pupils can see what you are writing, and you can see the pupils. Do not stand facing the board with your body hiding the writing.

.4 You should talk as you write. Say aloud what you are writing, phrase by phrase - more than once if necessary.

After making each point, quickly demonstrate it again to show what you mean. If you like, show what not to do as well as what to do!

2. Now ask the teachers these questions:

.1 How often should you clean the board?

At the beginning and end of the lesson (or get a pupil to do it). During the lesson, you should rub out anything that is no longer needed, or it will distract pupils.

.2 Does it matter where you write things on the board?

It is a good idea to leave the main part of the board clear. So anything that you want to keep for the whole lesson should be written at the side or in a corner.

Quickly show teachers how they can make a 'reference' section at the side of the board for key vocabulary:

cheese bread glass -es eat, ate ready	Lesson 69

PRESENTING STRUCTURES ON THE BLACKBOARD

1. Tell the teachers that we can use the blackboard to show clearly how a structure is formed, and to show the difference between two structures.

Write these sentences on the board:

> He played football.
> Did he play football?

Talk as you write, saying the sentences aloud, and also commenting ('Look - He - played - football. Now, let's make a question - we use 'did', so - did - he - play (not 'played') - football?').

Ask the teachers: What can we do to make the structures clearer?

Answer: We can underline the important features:

> He play**ed** football.
> **Did** he play football?

We could also use different coloured chalk. Red, yellow and green are best, as they stands out clearly.

2. Explain that we can show the different forms of a structure together by means of a table (sometimes called a 'Substitution Table').

Demonstrate this by building up this table on the board, column by column. Say the words as you write them, and involve the teachers by getting them to tell you what to write:

He's (she's) They're	eating preparing finishing	breakfast lunch dinner

Ask teachers how we can use a table like this.

Possible answers:

i) We can ask pupils to read out sentences from it.

ii) If pupils have learnt to write, we can ask them to copy the table into their books.

iii) We can use it for practice, by giving situations:

e.g. It's seven o'clock in the morning. What is Ali doing? (He's eating breakfast).

It's one o'clock. What are Nabila and Zeinab doing? (They are preparing lunch).

iv) We can use it for freer practice, by substituting other items:

e.g. What is Helmy doing? Television. (He is watching television).

Point out that:

.1 Teachers should not spend time writing a table on the board and leave the pupils with nothing to do. To keep the attention of the class, they can get the pupils to help by suggesting what to write, or ask pupils to begin copying the table immediately.

.2 Teachers should only write tables on the board in class if they are simple and can be written quickly. If a table cannot be written quickly, it is better to write it on the board before the lesson, or show it as a chart on a piece of card (See Module 15: Making and Using Visual Aids).

USING THE BLACKBOARD FOR PRACTICE

1. Show teachers how to use a simple table on the blackboard as a basis for practice.

Write this table on the board, line by line. As you write each line, talk and ask questions, to make it clear what the table is supposed to show:

e.g. Look, this is Salma's day. (Write first line). OK, at half past six - what does she do? (She wakes up and washes).

Salma:

6.30	wake up, wash
7.00	breakfast
7.30	bus
8.00	office

Ask the teachers what different kinds of practice we could do using the table.

Possible answers:

i) Pupils make sentences from the table:
e.g. Salma has breakfast at seven o'clock

ii) Teacher asks questions, pupils answer:
e.g. What time does Salma have breakfast?
At seven o'clock.
What does Salma do at seven o'clock?
She has breakfast.

iii) Pupils ask and answer the questions.

iv) As an extension, pupils make similar sentences about themselves.

2. Demonstrate using the table to practise questions and answers, using the teachers as pupils.

END OF PART ONE

SESSION ONE PART TWO

75 minutes

ACTIVITY ONE: BLACKBOARD EXAMPLES

1. Divide the teachers into pairs or groups of three, and give every teacher a copy of Worksheet One.

Ask teachers to look at the eight sets of examples, and point out that each set illustrates a grammar point, a spelling rule, etc. Teachers should write each set of examples out on a piece of paper exactly as they would write them on the blackboard, underlining any important features.

2. When most pairs have finished, stop the activity. Ask different teachers to come to the front and present each set of examples on the blackboard.

As this is a very simple task, use it to improve teachers' basic technique in using the blackboard. Make sure that teachers:

i) write clearly and in a straight line;
ii) stand properly, so that they are not hiding what they write, and look at the 'class' from time to time;
iii) talk as they write, saying the words and making any necessary comments (in English or Arabic).
iv) use short models which focus on the essential features; the examples should contain no unnecessary language.

ACTIVITY TWO: DESIGNING STRUCTURE TABLES

1. Teachers continue working in pairs or groups of three. Ask them to look at the examples on their worksheet, and design two structure tables. They should write their tables on a piece of paper exactly as it would look on the blackboard.

Their tables should look something like this:

1.

How much { bread / milk }	do we	need? want? have?
How many { eggs / tomatoes }		

2.

Do { you they	live work	in	Cairo? Tanta? Assiut?
Does { he she			

2. Ask teachers to demonstrate, writing their tables on the board and using the rest of the group as a class.

3. Finally, ask teachers to compare their second table with the structure table in Welcome to English I, Unit 12, Lesson 2a. (Do you/Does your friend eat eggs?). Ask teachers where their own BB tables could fit into this lesson. The obvious place would be just before the textbook table. The teacher could use his own BB table to present the form of Present Simple Yes/No questions, and then use the textbook table for the students to practise from.

ACTIVITY THREE: USING PRACTICE TABLES

1. Look at the three tables with the teachers, and discuss what language each could be used to practise.

Possible answers:

i) Maha likes oranges. She doesn't like dates.
Does Maha like oranges? Yes, she does, etc.

ii) Ahmed eats beans for breakfast. He drinks tea.
He has breakfast at 7 o'clock, etc.
What does Ahmed eat for breakfast? What does he drink? etc.

iii) Ali has been to Aswan. He has seen the Aswan Dam.
But he hasn't been to Luxor.
Has Ali been to Aswan? Have you been to Aswan? etc.

2. Ask teachers to come to the front and demonstrate using the tables for language practice.

Points to watch for:

i) The table should be drawn clearly and neatly on the board.

ii) The teacher should build up the table line by line, and talk and ask questions as he does so, keeping the class involved.

iii) During the practice, he should stand to one side, so that the pupils can see the table clearly.

END OF SESSION ONE

MODULE 3

WORKSHEET ONE — Session One Part Two

1. Blackboard Examples

Look at these examples. Decide: i) what grammar point they show; ii) how you would present them on the blackboard.

1. shelf, shelves, wife, wives.
2. a book, a table, an egg, an orange.
3. I work hard. He works hard.
4. He has a pen. He doesn't have a ruler.
5. bus, buses; dish, dishes.
6. She is reading. She's reading.
7. There are some dogs. There aren't any cats.
8. He plays football. Does he play football?

2. Designing Structure Tables

Design two tables:

i) showing examples with How much? and How many? in sentences like: How much rice do we need?/ How many eggs do we want? etc.

ii) showing examples of Present Simple Yes/No questions (Do you...? Does he ...? etc.)

3. Using Practice Tables

Look at these tables. What language could each one be used to practise?

	Oranges	Dates	Guavas
Maha	✓	×	✓
Sami	×	✓	✓
Ahmed	✓	✓	×
You	?	?	?

BREAKFAST			
Ali	Beans	Tea	7.00
Mona	Eggs	Coffee	7.30
Leila	Sandwich	Milk	6.30
You	?	?	?

	Aswan	Luxor	Pyramids
Ali	✓	×	✓
Nabil	×	✓	✓
You	?	?	?

SESSION TWO PART ONE 30 minutes

INTRODUCTION: BLACKBOARD DRAWINGS

Tell the teachers that in this Session you will show them techniques for drawing pictures on the blackboard.

Make these general points about blackboard drawings:

.1 Many teachers use the blackboard only for writing. But drawings on the blackboard are often the easiest and most effective way to show the meaning of words and structures. Blackboard drawings also help to make practice more meaningful.

.2 It is not necessary to be a good artist to use blackboard drawings. A teacher who is bad at drawing can get the sympathy of the class, and make it an opportunity to use English ('Oh dear, that's not very good','I think his arms are too long').

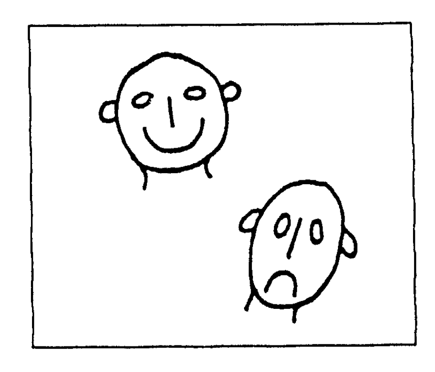
.3 Blackboard drawings should be as simple as possible, showing only the most important details. It is important that they can be drawn quickly, to keep the interest of the class.

.4 As the teacher draws, he should keep talking. In this way he will involve the class more, and they will understand the picture on the board both from seeing it and from hearing the teacher describe it.

TECHNIQUES FOR BLACKBOARD DRAWING

Give a series of quick demonstrations, showing how to use blackboard drawings for different purposes, and using the teachers as pupils. Use the pictures and script below as a guide. Talk as you draw, and ask questions as much as possible. (The teachers should not try to copy the pictures you draw on the BB, as this will take up too much time. They will have the opportunity to practise drawing in Part Two of this Session).

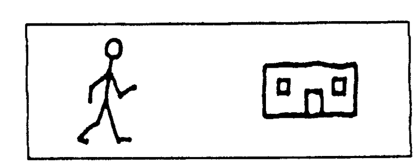
1. Showing facial expression

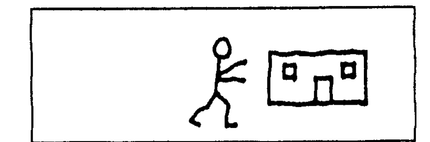


(Draw a face)
Look at this man. How does he feel?
(Pupils answer)
Yes - He's happy. He's smiling.

(Draw another face)
What about this man? Is he happy?
(Pupils answer)
No - He's not happy. He's feeling sad.

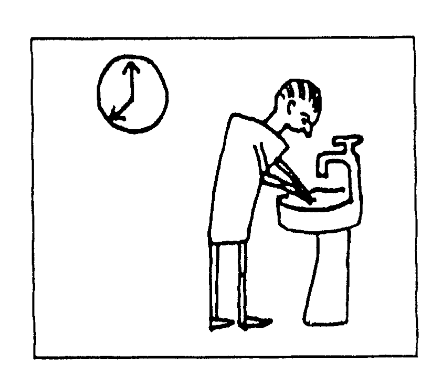
2. Showing movement





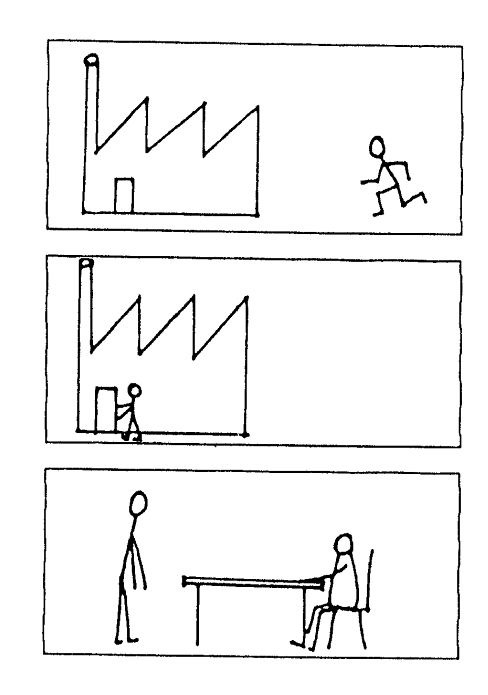
(Draw a house on right of board)
Look - here's a house.
(Draw a man on left on board)
And look, here's a man. What shall we call him? Where's he going?
(Rub out man and draw him again nearer the house)
That's right - he's going home. Look - now he's nearly home.

3. Using different tenses



(Draw a clock showing 7 o'clock, and a man washing)
Look - what's this man doing?
Yes - he's washing. And what has he just done? What do you think? (Pupils make suggestions).
Yes - he's probably just got up, because it's seven o'clock.
And what's he going to do next? What do you think?
(Pupils make suggestions)

4. Creating a complete situation



(Draw a factory)
What do you think this is?
(Pupils answer)
Yes - it's a factory.
(Draw a man)
Look - There's a man. He's running. Why is he running?
(Pupils suggest possible reasons)
Well, he's running because he's late for work.
(Rub out the man, draw him again by the door)
OK, he's arrived at the factory. Now he's knocking at the door. What will happen?
(Pupils make suggestions)
Yes, they'll open the door, and he'll go in.
(Draw manager at desk)
Who is he talking to now?
(Pupils answer)
Yes, the manager. What will he say?
(Pupils make suggestions).

Point out that:

.1 The drawings gave a chance for teacher and pupils to use a lot of real language, involving different tenses.

.2 By drawing and talking at the same time, the teacher was able to keep the interest of the class.

Discuss how drawings of this kind could be used in teaching Welcome to English. Get ideas from the teachers. Then suggest yourself that they could be used to help 'set the scene' for a dialogue or text, and as a way of introducing new words and phrases.

END OF PART ONE

SESSION TWO PART TWO

90 minutes

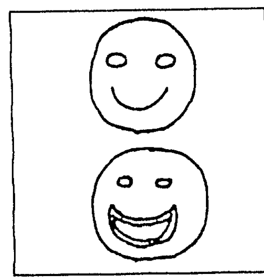
ACTIVITY ONE: STICK FIGURES

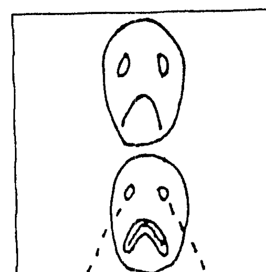
Before you begin, make sure that all teachers have a pencil or pen, and plenty of paper to draw on. If necessary, provide sheets of typing or duplicating paper.

Demonstrate how to draw stick figures, following the steps given below. At each step:

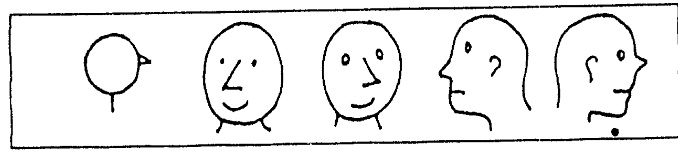
i) Draw examples on the board and comment on the technique.
ii) Make sure that all the teachers are copying the drawings onto paper.
iii) Then rub out your own drawings, and ask one or two teachers to come up and reproduce them on the board.

1. Heads and faces. Heads should be large enough to be seen from the back of the class. It is not necessary to draw features unless you want to show expression - this can be shown by the shape of the mouth:

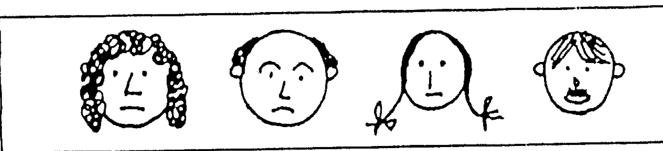




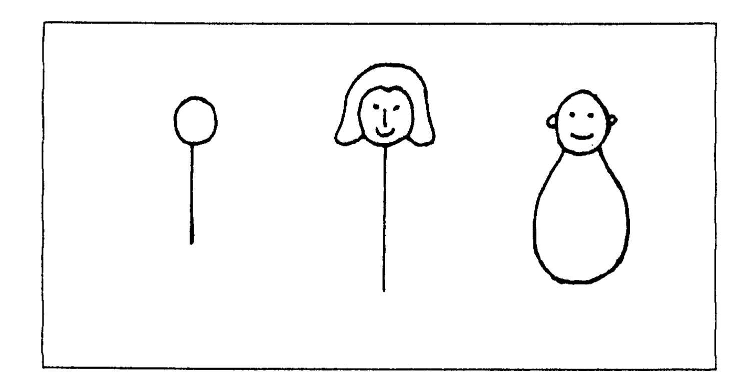
2. Noses. These are often not necessary, but you can add them to show which way the speaker is facing.



3. Hair. Hair can be added to show sex or age:

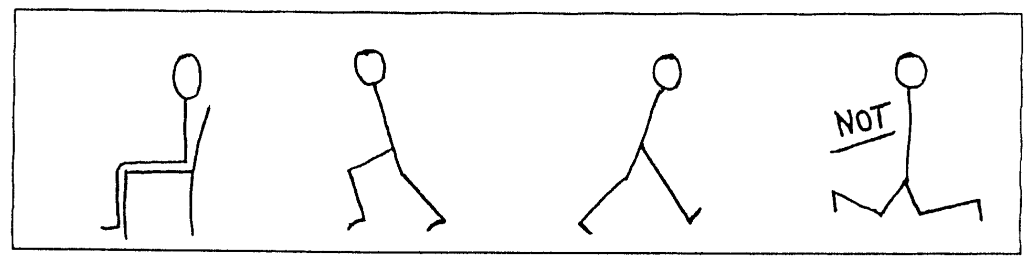


4. <u>The body</u>. The body should be about twice as long as the head. You can show the body with a line, or with egg-shape;

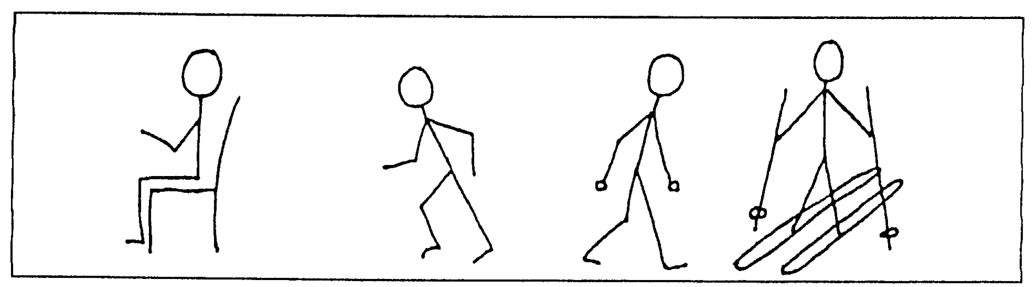


5. <u>Legs</u>. Legs should be slightly longer than the body. You can show movement by bending the knees - make sure that they bend in the right direction! If you add feet, they should also point in a natural direction.

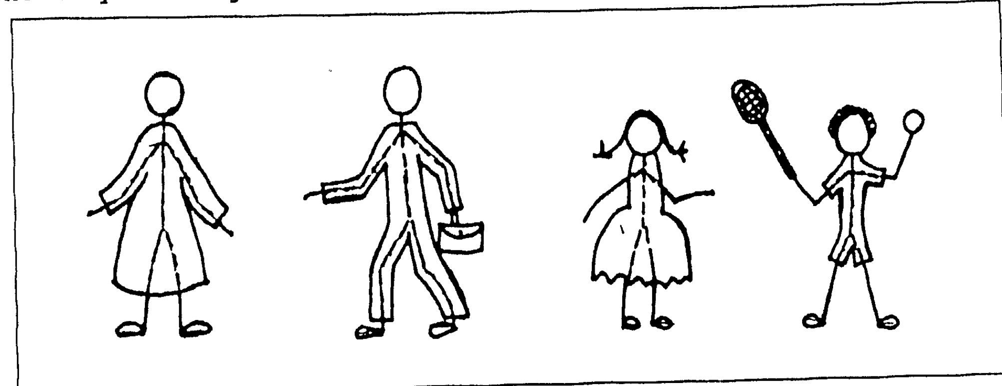
This is the most difficult part of drawing stick figures, so give teachers plenty of practice.



6. <u>Arms</u>. Arms should be about the same length as the body. Again, make sure that they bend in a natural way. Hands are not necessary, but can be shown as a 'dot':



7. Clothes. If necessary, you can add clothes after drawing the body and legs:



ACTIVITY TWO: OTHER BLACKBOARD DRAWINGS

1. Give every teacher a copy of Worksheet Two.

In this activity, teachers practise copying the drawings from the Worksheet onto paper. While this is going on, call teachers out one by one to practise drawing a few of the figures and objects on the board.

2. If you like, extend the activity by asking teachers to try drawing other simple objects and action figures:

e.g. shaking hands, watching TV, swimming, eating;
an envelope, a book, a hat, a bird;
a school, a bus, a ship, an airplane.

At the end of the activity, let teachers keep the Worksheet for reference.

ACTIVITY THREE: USING THE TEXTBOOK (1)

1. Ask teachers to look at Welcome to English Book II, SB Unit 4 Lessons 6a and 7a. Explain that they are going to practise quick BB drawings to accompany the rhyme "This is the House that Jack Built", as recommended in the Teacher's Book.

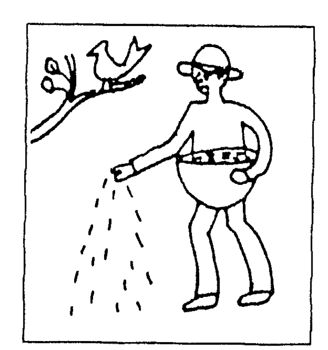
2. Divide the teachers into pairs and ask them to prepare (on paper) drawings of the following 'characters' in the rhyme on page 30.

i) The house that Jack built
ii) The flour that was in the house
iii) The mouse that ate the flour
iv) The cat with the yellow teeth
v) The dog with half a tail
vi) The cow with a broken horn
vii) The girl in the light blue dress
viii) The man in the dusty coat
ix) The bird that sang the song
x) The farmer sowing his corn

3. Ask teachers to come up in turn and draw each picture on the BB. He should do the drawing as if he were in a class, as quickly as possible, and half facing the "students". After completing his drawing, he should elicit what the drawing represents from the other teachers. (Make sure that there is enough room on the BB for all the pictures. They should not be erased until the Activity is over).

4. When all ten pictures are on the BB, give the teachers one minute to read through the complete rhyme in the SB lesson 6a and to try and remember as much of it as possible. After one minute, tell them to close their books.

5. Demonstrate how to elicit the complete rhyme from the group by pointing to the pictures on the BB in turn, and asking individual teachers to supply the appropriate part of the rhyme for each picture. For example:



Response:
This is the farmer sowing his corn

Response:
That saw the bird that sang the song.

And so on.

It is important that you elicit the rhyme from the teachers using the pictures as prompts, rather than saying each line of the rhyme yourself.

6. Ask one or two of the teachers to come to the front and demonstrate the same activity, using their fellow-teachers as pupils.

RESERVE ACTIVITY: USING THE TEXTBOOK (2)

1. Divide the teachers into groups of four or five. Ask each group to look at one of these lessons from Welcome to English Book II SB and the TB.

A. Unit 6, Lesson 2a (TB Exercise 1, Step 5)

B. Unit 7, Lesson 1 (TB Exercise 1, Step 1)

2. Working together, the teachers should prepare the BB drawings they would need in order to teach the step in the exercise, as recommended in the Teacher's Book. They should also prepare to demonstrate it to the rest of the class.

Go from group to group, giving help where necessary. Each group should practise drawing on a piece of paper exactly what they would put on the BB.

3. Ask three or four teachers to come up and demonstrate the step in the exercise they have prepared to the rest of the group.

Finally, distribute the Handout which shows a few simple drawings for the teachers to keep as a reference.

END OF MODULE

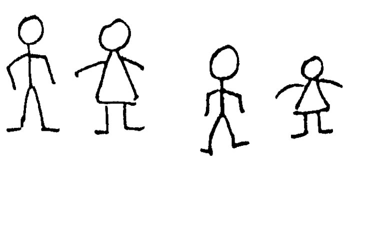

WORKSHEET TWO
Session Two Part Two
Action Figures
Hello
Animals and Things
Places
PREP-SCHOOL
ZOO
PARK

HANDOUT

1. An unhappy girl



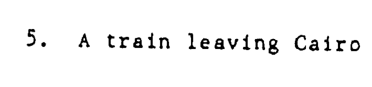
2. A family



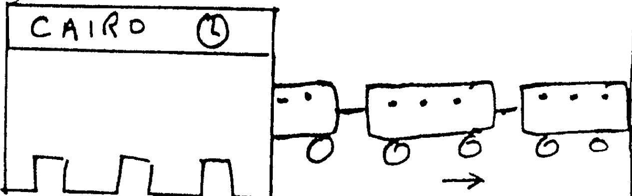
3. A boy on a bicycle



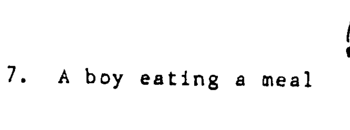
4. A woman walking to an office



5. A train leaving Cairo



6. Children skipping

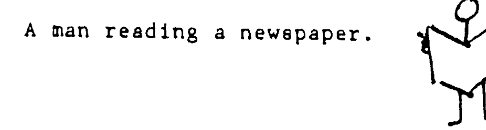




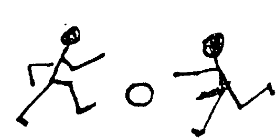
7. A boy eating a meal



8. Two workers arriving at a factory



9. A man reading a newspaper.



10. Two boys playing football.

Note: *The drawings beside the situations are examples for your own guidance only.*

MODULE 4: ASKING QUESTIONS

SESSION ONE

<u>Part One</u> — 45 minutes

Introduction
'Yes/No' questions
'Or' questions
Asking Questions on Textbook Pictures

<u>Part Two</u> — 75 minutes

Using Textbook pictures
Checking questions
Real classroom questions

SESSION TWO

<u>Part One</u> — 40 minutes

Introduction: Eliciting longer answers
Questions that require long answers
Prompting long answers
Getting answers from more than one pupil

<u>Part Two</u> — 80 minutes

Eliciting long answers on text
Personal questions
Reserve activity: Lesson preparation

CONTENTS

1 <u>Worksheets</u>

There are <u>two</u> Worksheets. Enough copies should be made to give to every teacher on the course.

2 <u>Handouts</u>

There is one Handout. A copy should be given to every teacher to take away at the end of the training session.

<u>Notes</u>:

For Session One Parts One and Two, and for Session Two Part Two, teachers will need copies of Welcome to English Book II.
For the Reserve activity in Session Two Part Two, teachers will need copies of Welcome to English Book II or III.

GENERAL NOTES FOR THE TRAINER

The aims of this module are:

1. To introduce teachers to the basic types of questions they will need to use in their classes.

2. To show teachers how different question types can be used for different purposes.

3. To show teachers how to elicit short and long answers from pupils in a natural way.

Asking questions is one of the most fundamental of all teaching activities. This module ensures that teachers are familiar with the basic types of questions, can form them correctly, and can use them appropriately in class. Many inexperienced teachers tend to rely on the 'set' questions in the textbook, and to accept or even encourage unnatural, 'learnt' answers from their pupils. This module encourages teachers to ask their own questions, to adapt their questions to suit particular activities, and to accept more varied and natural answers from their pupils.

This module gives a general introduction to asking questions. Questions involving particular tenses are practised in these language modules:

9: The Present Tenses
17: The Past Tenses
10: Talking about the Future
32: The Present Perfect Tenses

The use of questions for particular activities is dealt with specifically in these modules:

1: Presenting Vocabulary (questions to check comprehension of new vocabulary)
14: Meaningful Practice (questions for practice and production)
16: Exploiting a Text: Reading
13: Developing Listening Skills (questions on text)

SESSION ONE PART ONE

INTRODUCTION

40 minutes

1. Tell the teachers that it is very important to be able to ask questions effectively, because it is something they need to do in every lesson.

   Tell them that in this module you will show them the basic types of questions and how they can be used.

2. Briefly discuss <u>why</u> teachers need to ask questions. Of course there are many reasons. Here are some of them:

   i) <u>To check that pupils understand</u>. When we present new <u>vocabulary</u> or <u>patterns</u>, we must check that pupils have understood; we can do this by using the new word or pattern in question. When we present a <u>text</u>, we can use questions to check that pupils have understood it.

   ii) <u>To give pupils practice</u>. If we want pupils to use a certain pattern, one way to do this is to ask a question which requires a particular answer.

   iii) <u>To find out what pupils really think or know</u>. Good questions can encourage pupils to talk about themselves and their experiences, and therefore give them the opportunity to use English for real communication. This is essential for learning any language.

   iv) To increase pupil participation in class. Asking questions is one way of drawing language out of the pupils and increasing their involvement in the lesson.

'YES/NO' QUESTIONS

1. Ask teachers a few Yes/No questions, and get them to give true answers:

   e.g. Have you been on a training course before?
   Do you like living in ...?
   Do you smoke?
   Can you speak French? etc.

2. Get teachers to tell you:

   .1 What kind of questions you asked (Answer: Yes/No questions)
   .2 What answers are/possible with questions of this type (Answer: 'Yes', 'No' alone,

or with short forms: 'Yes, I have', 'No, I didn't', etc.)

.3 How to form Yes/No questions.

Show these examples on the overhead projector or the blackboard:

1.	Yes/No Questions Would you like some tea? Can Amal swim? Did they meet in Cairo?

If necessary, explain the structure. Point out that the auxiliary verb comes first; Present Simple questions use 'do/does', Past Simple questions use 'did'.

3. Ask teachers when we can use Yes/No questions in class, and what their value is. Establish that they are especially useful for checking comprehension. They are often the easiest questions to answer - they do not require the pupil to produce language.

'OR' QUESTIONS

1. Ask teachers a few 'Or' questions, and get them to give true answers:

   e.g. Is the weather hot or cold today?
   Are you married or single?
   Do you teach in Prep or Secondary school?

2. Get teachers to tell you:

   .1 What kind of questions you asked (Answer: 'Or' questions - they are also sometimes called 'Alternative questions' or 'Choice Repetition questions')
   .2 What answers are possible with this type of question. (Answer: A word or phrase from the question itself, e.g. 'Hot' or 'It's hot', 'Single' or 'I'm single')
   .3 How to form 'Or' questions.

Show these examples on the overhead projector or the blackboard:

2.	'Or' Questions Would you like tea or coffee? Did they meet in Cairo or Assiut?

If necessary, explain the structure of 'Or' questions. Point out that they are formed in exactly the same way as Yes/No questions, but contain two final elements - 'tea or coffee', 'Cairo or Assiut'.

WH - QUESTIONS

1. Ask teachers a few WH - questions, and get them to give you true short answers:
   e.g. Where do you come from?
   How long have you been teaching English?
   How many pupils are there in your class?
   What time did you arrive here?
   When will you leave?

Get teachers to tell you:

.1 What kind of questions you asked (Answer: WH - questions - they are also sometimes called Information questions')

.2 What answers are possible with this type of question.

Point out that with most WH - questions, it is natural to give a short answer (a word or phrase). So the natural answer to 'Where do you come from?' is 'Suez' or 'From Suez', not 'I come from Suez'. (A few Wh - questions require long answers - these are dealt with in Session Two).

.3 How to form Wh - Questions.

Show these examples on the overhead projector or the blackboard:

3.	WH - Questions What would you like to drink? Where did they meet? How did they travel?

If necessary, explain the structure of WH -questions. Point out that they are formed in the same way as Yes/No questions, but they begin with a 'Wh- 'word' - When, Where, Why, etc. 'How' is included as a 'Wh-'word'.

Point out that some Wh- questions with 'Who' or 'What' have the same structure as a normal sentence. These are called 'Subject questions'. If you like, give a few examples:

e.g. Something happened ... What happened? (Not 'What did happen,')
Someone saw him... Who saw him?
Something fell over... What fell over?

ASKING QUESTIONS ON TEXTBOOK PICTURES

Tell teachers that you are now going to show them how they can use these three different types of questions to talk about pictures in the textbook with the pupils.

Point out that we can use textbook pictures to draw language out of the pupils and so increase their participation in the lesson. To use the pictures effectively, however, the teacher needs to ask suitable questions.

Tell the teachers to look at the pictures in Welcome to English Book II (SB), Unit 1, Lesson 1. Using the teachers as pupils, ask them the following questions about the first 2 pictures. Direct your questions widely around the group, making sure that no <u>one</u> individual answers more than once.

Picture 1:

1. Who are these people? (Samia and Nadia; they're students).
2. Are they young or old? (They're young)
3. What are they wearing? (School uniforms)
4. What are they doing? (They're leaving/going to school)

Picture 2:

1. Who is this person? (Hussein; he's a farmer)
2. Is he a young man? (No, he's old)
3. How do you know? (Because he has a white beard)
4. What is he doing? (He's riding a donkey)

When you have finished, ask the teachers to tell you:

1. What questions you asked. Draw up a list on the board, pointing out the 3 different types of questions. (There were six 'Wh-' questions, one 'Yes/No' question and one 'Or' question).

2. What the purpose of the questions was. Establish that the main aim was to get the pupils <u>to talk</u>, using the vocabulary for describing people and actions which this lesson is revising.

3. How many different 'pupils' answered the questions. There should have been at least 8 (one 'pupil' for each question) and probably more if alternative answers were offered. Establish that it is important to direct the questions to different pupils to make sure that as many pupils as possible participate. Also point out that the easier questions (e.g. the 'Yes/No' or 'Or' questions should be directed to the weaker pupils in the class.

Finally, tell the teachers that they will be looking at pictures 3 and 4 in Part 2 of this Session.

END OF PART ONE

SESSION ONE PART TWO 75 minutes

ACTIVITY ONE: USING TEXTBOOK PICTURES

1. Divide the pupils into groups of 3 or 4. Ask each group to look at one of the following lessons in Welcome to English Book II, and the pictures specified.

   1. Unit 1, Lesson 1, Pictures 3 and 4
   2. Unit 1, Lesson 7a, Pictures 2,3 and 4
   3. Unit 2, Lesson 5, Pictures A, B and C
   4. Unit 5, Lesson 6a, Pictures 1, 2 and 3

   Distribute copies of Worksheet One, which gives instructions for the activity. Each group should write 3 or 4 questions which they would ask about each picture to get the pupils to tell the teacher what they can see in each one.

2. Go from group to group, assisting as necessary. Allow about 8-10 minutes for this.

3. When all the groups are ready, ask one teacher from each group to come to the front and demonstrate their questions, using the other teachers as pupils.

Points to watch for:

1. The questions should be correctly formed.
2. They should be varied: i.e., a variety of Wh- questions and one or two 'YES/NO' or 'OR' questions.
3. They should not be repetitive: i.e., they should not require the 'pupils' to repeat information which has already been given.
4. The teacher should not insist on long answers, if short answers are more natural.
5. S/he should direct the questions around the group to different individuals.

ACTIVITY TWO: CHECKING QUESTIONS

1. Tell the teachers that an important use of questions is to check that pupils understand a new word or phrase.

Give a demonstration, using the teachers as pupils. They should imagine that you have just presented 'made of wood/metal/glass/stone'. Ask questions, and get short answers:

T: Look (pointing to table) - is this made of wood?
pp: Yes, it is.

T: (pointing to wall) What about this? Is it made of wood?
pp: No, it isn't.
T: What is it made of? (indicate p1)
p1: Stone.
(and so on)

Now ask teachers: why should pupils only give <u>short</u> answers?

Answer: Because it's more natural, and also because at this stage we only want to check that they understand. <u>Later</u> we can ask them to produce the new language themselves.

2. Write these words and phrases on the board:

1.	wide/narrow	4.	far from
2.	belong to	5.	standing/sitting
3.	inside/outside		

Divide the teacher into pairs. Ask them to write down two or three questions they could ask in class, to check that pupils <u>understand</u> each item. They can write 'Yes/No', 'Or' or 'Wh -' questions.

3. When they have finished, ask teachers to read out their questions. If you like, ask a few teachers to come to the front and demonstrate.

ACTIVITY THREE: REAL CLASSROOM QUESTIONS

1. Point out that many situations in the classroom allow the use of real questions of the three types practised. Teachers should always take the opportunity to ask these in English: it will show the pupils that language is <u>real</u>, not just something in a textbook.

Look at the first situation in Exercise II on Worksheet One, and ask teachers to suggest what question they could ask.

Possible answers: Are you hot?
Isn't it hot?
Do you want the window open?

2. In pairs, teachers look at the other situations, and think of suitable questions. When most pairs have finished, go through the answers together.

END OF SESSION ONE

MODULE ONE

WORKSHEET ONE **Session One Part Two**

I Questions on Textbook Pictures

The trainer will ask you to look at one of the following

lessons from Welcome to English Book II (SB) and the pictures indicated for each one:

1. Unit 1, Lesson 1, Pictures 3 and 4
2. Unit 1, Lesson 7a, Pictures 2,3 and 4
3. Unit 2, Lesson 5, Pictures A, B and C
4. Unit 5, Lesson 6a, Pictures 1, 2 and 3

In your groups write down 3 or 4 questions (no more) about each picture which you would ask your pupils to help them tell you what is happening and what they can see in the pictures. Most of your questions should be WH-questions, with one or two YES/NO and 'OR' questions.

II Real Classroom Questions

What questions could you ask in these situations?

1. It's a hot day, and all the windows are closed.
2. One of your pupils looks pale and tired.
3. You set homework last lesson. Today you are going to check the answers with the class.
4. Several pupils are absent today.
5. When you come into class, you find a bag on your desk.
6. When you come into class, you find a face drawn on the blackboard.

SESSION TWO PART ONE

40 minutes

INTRODUCTION: ELICITING LONGER ANSWERS

Tell the teachers that when we use questions mainly to check comprehension, it is enough for pupils to give short answers, and more natural to do so.

So the answer to the question:
What time do you get up?
would be:
At half past seven.

But sometimes we want the pupils to make a complete sentence:
I get up at half past seven.

Ask the teachers: How can we do this?

One way is to ask 'What time do you get up?' and insist on a long answer. But this means that we are forcing pupils to use language in an unnatural way.

In this Session you will show how to get pupils to give long answers in a natural way.

QUESTIONS THAT REQUIRE LONG ANSWERS

1. Tell the teachers that some 'WH-'questions naturally lead to answers with a complete sentence.

Show this by asking the teachers these questions, and getting true answers:

.1 What do you do in the morning?
Then what do you do?

.2 What did you do yesterday?
Did anything interesting happen to you?

.3 Why did you become an English teacher?

.4 How do you make a cake?

2. Point out that the questions you asked were of two kinds:

i) General questions (What do you do...? What happened ...?)

ii) Questions that require an explanation (Why ...? How ...?)

Write the basic forms on the board:

```
What do/did ... do ...?
What happened ........?

Why ...?
How ...?
```

PROMPTING LONG ANSWERS

Tell the teachers that we don't always need to ask a complete question to elicit a long answer. Often it is better to 'prompt' the answer by giving a simple instruction.

Show this by giving these 'prompts', and getting true answers from the teachers:

.1 Tell me about your family.

.2 Describe this room.

.3 Tell me about Alexandria.
Tell me about beaches.
What about the harbour?

Write the basic forms on the board:

```
Tell me about ..........
Describe ...............
```

Point out that prompts like these are often more effective in getting pupils to produce language than a question would be.

GETTING ANSWERS FROM MORE THAN ONE PUPIL

Tell the teachers that another way to get natural long answers is to ask a question once, and then get answers from other pupils without repeating the questions. After the first answer, the teacher 'prompts' further answers by saying: 'what about you?' or simply naming other pupils.

Give a quick demonstration, using the teachers as pupils:

T: What time do you get up in the morning? Ali?

Ali: At 7 o'clock.

T: What about you, Zaki?

Zaki: I get up at half past seven.

T: Helmy?

Helmy: I get up at six o'clock.
(and so on)

Point out that this technique can be used for any personal question, to which the pupils can give different answers.

Give a few more examples:

e.g., How many brothers and sisters do you have?
What do you have for breakfast?
How long have you been teaching English?

Distribute the Handout. Give time for teachers to read through it, and answer any questions they may have.

Briefly summarise the main points that you have covered in this module. Especially, make these points:

.1 You have covered a range of question types, from those requiring the shortest answers (Yes/No questions) to those requiring the longest answers (Prompts).

.2 Questions requiring short answers are most suitable for checking comprehension; those requiring longer answers are most suitable for the practice and production of spoken English.

.3 Teachers should be aware of what kind of answer they want from their pupils, and try to get it in the most natural way.

END OF PART ONE

SESSION TWO PART TWO 30 minutes

ACTIVITY ONE: ELICITING LONG ANSWERS ON A TEXT

1. Tell the teachers that:

.1 After we have read a text with a class, it is often very useful to ask the students to retell the main points of the story afterwards, for example in the Review stage of the following lesson. This is very common in Welcome to English Book II, where most of the texts are divided into 2 parts, and spread over 2 lessons. In the second lesson the pupils are expected to say what they can remember about the first part of the story from the previous lesson before they move on to the second part.

.2 Divide the teachers into groups of four or five and ask them to look at the text "Shoo the Scarecrow" in Unit 7, Lesson 7 of Welcome to English Book II (SB).

Ask them to imagine that they have already taught this lesson and are now reviewing the text in the following lesson, before moving on to the second part of the story.

Teachers should write down prompts or questions which will elicit complete sentences or long answers about the text, and so give the pupils practice in retelling the story themselves. They can use any of the questions or prompts shown in Part One. If necessary write them on the board again.

.3 When most groups have finished, discuss their answers together. Possible answers:

Who was Shoo?
Why did Said the farmer make him?
Describe him/What was he made of?
Tell me about his face.
What did the farmer tell Shoo to do?
Why wasn't Shoo happy?
What happened in May?

.4 Ask one or two teachers to come to the front and demonstrate. The 'pupils' should of course answer without looking at the text.

ACTIVITY TWO: PERSONAL QUESTIONS

1. Divide the teachers into their groups again. Give these instructions:

.1 Look at the personal questions on Worksheet Two.

.2 Take it in turns to ask a question. Ask the question to <u>one</u> other person in your group, then <u>prompt</u> long answers from the others.

If necessary, give a quick demonstration using one group, to show everybody what to do.

2. When most groups have finished, stop the activity. Ask individual teachers to come to the front and demonstrate.

RESERVE ACTIVITY: LESSON PREPARATION

1. Choose a text from Welcome to English Books II or III that teachers will be using in the next few days. Divide the teachers into pairs. Give every teacher a copy of Handout One.

Working together, they should write down:

i) a series of simple questions to ask on the text, requiring <u>short</u> answers.

ii) a few prompts or questions that they could use to elicit <u>longer</u> answers.

2. If there is time, ask a few teachers to come to the front to ask their questions to the whole group. The others should answer with their books <u>closed</u>.

END OF MODULE

MODULE 4

WORKSHEET TWO **Session Two part Two**

Personal Questions

Ask the questions to others in your group:

i) Ask one person the question, and allow a short answer

ii) 'prompt' answers from the others and insist on a complete sentence

1. What's your favourite food?
2. How long have you been teaching?
3. Do you like teaching English?
4. How many times have you been on a ship?
5. If you could live anywhere in the world, where would you choose?

MODULE 4 HANDOUT: QUESTION TYPES

1. YES/NO QUESTIONS

Do you know Ali? (Yes, I do)
Can Mona drive? (No, she can't)
Have they been to Aswan? (Yes, they have)

2. 'Or' Questions

Do they live in Mansoura or Tanta? (In Tanta)
Did you go by bus or by train? (By bus)
Is that car French or Japanese? (It's Japanese)

3. WH- Questions (Short answers)

Where have you been? (At my cousin's house)
How much money do you have? (About five pounds)
When are you leaving? (At six o'clock)
Who did you speak to? (The secretary)
Who lives there? (My aunt)

4. WH - Questions (Long answers)

What do you do in the evening?
(I go out with my friends)
What did they do next?
(They visited Luxor Temple)
Why do people learn English?
(Because it's an international language)

5. Other Ways of Getting a Long Answer

i) Prompts

Tell me about the Pyramids.
Describe your flat.

ii) Answers from several pupils

How many brothers do you have, Hany?
- Three.
What about you, Ahmed?
- I have one brother.
Sami?
- I don't have any. I have two sisters.

Remember:

- If your aim is to check comprehension, accept short answers.
- If you are asking a real questions, encourage pupils to give a real (or true) answer.
- Take every opportunity to ask real questions in English. Make use of natural situations in the classroom.
- If you want a longer answer, it may be better to use a prompt than to ask a question.

MODULE 5: PRESENTING STRUCTURES

SESSION ONE

Part One — 50 minutes

Introduction
Showing the meaning visually
Real and imagined examples

Part Two — 70 minutes

Structures and examples
Teaching practice

SESSION TWO

Part One — 45 minutes

Showing the form of a structure
Demonstration: Presenting a structure
Giving other examples

Part Two — 75 minutes

Teaching practice
Reserve activity: Structures in the textbook

CONTENTS

1 Worksheets

There are two Worksheets in this module. Enough copies should be made to give to every teacher on the course.

2 Handouts

There is one Handout. A copy should be given to every teacher to take away at the end of the training session.

Note

For the Reserve Activity in Session Two Part Two, teachers will need copies of Welcome to English Book II, Students Book.

GENERAL NOTES FOR THE TRAINER

The aims of this module are:

1. To make teachers aware of what a structure is, and how it can be used to make a number of different sentences.

2. To show teachers how to present a new structure by giving examples which show its meaning.

3. To show teachers how to present the form of new structures clearly.

Many teachers treat new structures as something to be learnt by heart and repeated. This module stresses the importance of showing what a structure means, what it is used for, and exactly how it is formed, so that pupils can later use the structure accurately in contexts of their own. It also shows the need for teachers to know what situations a structure is used in, so that they can give their own examples.

This module is concerned with presentation techniques. It shows how to introduce a new structure for the first time. Techniques for practising structures are dealt with in other modules, especially Repetition Drills (2), Practising Structures (7) and the second level Module, Meaningful Practice (14).

It is best to use this module after, Presenting Vocabulary (1). This module shows how some of the same techniques and ideas can be applied to teaching structures.

This module shows techniques for writing structures on the blackboard. Blackboard presentation techniques in general are dealt with fully in Using the Blackboard (13).

SESSION ONE PART ONE 50 minutes

INTRODUCTION

1. Lead into the session by quickly reviewing the module on Presenting Vocabulary. Ask the teachers: How do we present a new word?

Establish that:

- i) We need to teach the meaning of the word as well as the form.
- ii) We can show the meaning visually (by using real objects, pictures, gestures); we can give an example in context; we can give an Arabic translation (but this should never be the only method).

Tell the teachers that in this module they will learn how to present new structures (or 'patterns'). Many of the techniques they learnt for presenting vocabulary can also be used for presenting structures.

2. Establish what is meant by a 'structure' and 'examples of a structure'. Write this sentence on the board:

I'd like to visit Paris.

Ask teachers to identify the structure in the sentence, and underline it. Point out that this is one example of the structure. Ask teachers to give you other examples, and write a few of them on the board:

e.g.

I'd like to	visit Paris
	have a car
	go home

Point out that we can use one structure again and again to make different sentences. So if pupils are taught the main structures of English, this will help them greatly to speak and write the language.

When we present a structure, it is important to do two things:

- i) Show what the structure means and how it is used, by giving examples.
- ii) Show clearly how the structure is formed, so that pupils can use it to make different sentences.

Tell teachers that in Session One you will focus on the meaning of new structures.

SHOWING THE MEANING VISUALLY

1. Point out that the simplest and clearest way of presenting a structure is often to show it directly, using things the pupils can see: objects, the classroom, yourself, gestures, other pupils, pictures.

Demonstrate this, using the teachers as pupils:

T: (Point to the ceiling). What's that?

PP: The ceiling.

T: (Reach up and try to touch it). Look - I'm trying to touch it. Can I touch it?

PP: No.

T: No, I can't. Because it's too high. It's too high to touch. Too high. The ceiling's too high to touch. (Say this sentence again in Arabic).

Now ask the teachers these questions:

.1 What structure did I present, and what example of it did I give?

The structure: too...to... The example: The ceiling's too high to touch.

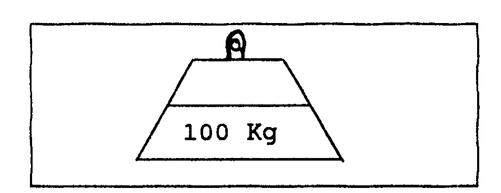
.2 Did I present the structure immediately?

No. First you established a situation: You tried to touch the ceiling, but you couldn't. You got the pupils to tell you this, to involve them more.

Point out that you used gestures and the classroom itself to help you show the meaning, and only used Arabic at the end.

2. Give a second demonstration, to show how you could present the same structure using a blackboard drawing.

Draw this on the board:



T: Look at this. Is it light or heavy?

PP: Heavy.

T: Yes, it's heavy. How heavy is it?

PP: A hundred kilos.

T: That's right. It's very heavy. Could you lift it?

PP: No.

T: No, of course you couldn't. It's too heavy. It's too heavy to lift. (Say this sentence again in Arabic).

Ask the teachers how else you could show the meaning of 'It's too heavy to lift'.

Possible answer: You could try to lift a desk, or some other very heavy object in the classroom; or you could mime lifting something very heavy.

If you like, give a few other examples of the structure <u>too...to...</u>, and ask teachers to suggest ways of showing their meaning (e.g., The wall is too high to climb, the words are too small to read).

3. Write these structures on the board:

1.	There's a .... There are some ....
2.	taller/shorter than .... bigger/smaller than ....

Give these instructions:

.1 Look at each structure. Think of ways to show its meaning, using objects, gesture, or pictures.

.2 Think of two or three examples of each, and write them down.

If you like, let teachers work in pairs. After a few minutes, stop the activity, and ask teachers what examples they thought of.

Obviously there are many possibilities. Possible ideas:-

<u>There's a.../There are some...</u>: Anything in the classroom that pupils can see already (e.g., 'Look - there are some pictures on the wall'), and objects

that you have put in particular places (e.g. 'There's a book on the desk').

Taller/shorter than... Two pupils called to the front of the class ('Ahmed is taller than Ali'); picture of two people, one tall one short, or two buildings. Bigger/smaller than....: Hold up any pair of large and small objects ('The red book is bigger than the blue book').

If you like, ask one or two good teachers to quickly demonstrate.

REAL AND IMAGINED EXAMPLES

1. Point out that it is not always possible to show the meaning of a structure visually. What else can we do?

Answer: We can give an example from outside the class. It can either be real or it can be imaginary.

Demonstrate how to use 'real life' examples to present a structure:

T: What do you do after you get up in the morning?

PP: Wash.

T: Good. That's good - you should wash in the morning. Some people don't wash. That's bad. You should wash. Then do you eat breakfast?

PP: Good. You should eat breakfast before you begin work. It's good for you. You should do it. (Say this again in Arabic).

Now ask the teachers: what structure did I present, and what examples did I give?

Answer: Structure: You should .... Examples: You should wash; You should eat breakfast.

Ask teachers to suggest a few other real examples using You should ....

2. Now demonstrate how to present the same structure using an imaginary situation.

T: Now, imagine that you feel tired (Yawn). You say: 'Oh dear, I feel so tired'. I could say to you: 'Well, you should sleep. You should sleep.' (Repeat this sentence in Arabic).

PP: (I've got a pain in my stomach).

T: OK. I could say to you: 'You should see a doctor. You should see a doctor.' (Repeat this sentence in Arabic).

Ask teachers to suggest other imaginary examples using You should .... (e.g., You say 'I feel hungry/thirty/cold'. I say: 'You should eat/drink/wear a coat' etc.)

Finally, ask the teachers: Which were more interesting, the real examples or the imaginary examples?

The answer will almost certainly be: the imaginary examples. Point out that giving an imaginary situation is a good way to increase pupils' interest, and also gives them practice in listening to English.

END OF PART ONE

SESSION ONE PART TWO 70 minutes

ACTIVITY ONE: STRUCTURES AND EXAMPLES

1. Give every teacher a copy of Worksheet One, and ask them to look at the eight sentences. Point out that the structure in each sentence is underlined.

Ask them to look at the first two sentences and give you other examples of each structure. Write two or three on the board in the form of a table:

e.g.	Shall I	open the window?
		bring you some water?
		lend you my pen?
	He seems to	be rich
		have many friends
		be very happy

Divide the teachers into pairs or groups or three. Ask them to look at the other sentences and write down two or three more examples of each. They should write them in the form or a table, like your examples on the board.

When most pairs have finished, ask them to tell you some of the examples they thought of.

2. Now look at the first two structures again, and discuss with the teachers how they could present them. Get as many suggestions as you can.

Shall I ...? can easily be presented directly, using things in the classroom: e.g., 'It's hot in here. Look - the window's closed. Shall I open the window?

He seems to .... is most easily presented through an imaginary situation: e.g., A man lives next door to me. I don't' know him well. But I think he's rich. He has many expensive things. He seems to be rich'.

Divide the teachers into their pairs again. Ask them to think how to present the other structures.

When most pairs have finished, stop the activity and ask them to tell you what ideas they had.

ACTIVITY TWO: TEACHING PRACTICE

1. Divide the teachers into groups of four or five. Give each group one of the sentences to look at. Give a few minutes for them to decide exactly how to present the structure. They should prepare to give more than one example of the structure.

2. Ask one teacher from each group to come to the front in turn and demonstrate. The other teachers act as pupils.

Point to watch for:

1. The teacher should clearly convey the meaning of the structure, by giving a few sentences to establish the situation.

2. The teacher should say the structure two or three times.

3. The teacher should not use Arabic until after pupils have had a chance to hear it in English.

Note: Teachers may also write the example on the board, and ask pupils to repeat it. Let them do this if they want to, but do not insist on it at this stage or pay particular attention to it. These aspects of presentation are dealt with in Session Two.

END OF SESSION ONE

MODULE 5

WORKSHEET ONE **Session One Part Two**

Look at these sentences. Follow the trainer's instructions

1. Shall I open the window?
2. He seems to be rich.
3. Could you bring me a chair?
4. I'd like to visit Paris.
5. Is there any coffee?
6. I've studied English for two years.
7. He's writing a letter.
8. Would you like to go to a party?

SESSION TWO PART ONE 45 minutes

SHOWING THE FORM OF A STRUCTURE

Tell the teachers: In Session One they say how to show the meaning of a structure by giving examples. This is important, but it isn't all we need to do - we also need to show clearly how to form the structure.

Ask the teachers: How can we show the form of a new structure?

Answers:

.1 By giving a clear model and asking the pupils to listen and then repeat two or three times.

Quickly demonstrate this, using an examples from Session One:

T: Listen. It's too heavy to lift. It's too heavy to lit. It's too heavy to lift. (Gesture for repetition).

PP: It's too heavy to lift.

(Repeat two or three times)

Point out that this is like the first stage of a repetition drill. It shouldn't go on too long - the aim is just to make pupils familiar with the structure.

2. By writing the structure clearly on the board.

Show how to do this by writing 'It's too heavy to lift' on the board. Say the words as you write them, and underline the 'fixed' part of the structure:

It's too heavy to lift

Point out that another way is to get the pupils to tell you what to write. Quickly show how to do this: rub off the example, then get teachers to 'dictate' it to you and write it again (Prompt them with questions: 'What's the first word? And then? What next?'

Ask the teachers: Why is this better?

Answer: It involves the whole class; it focusses their attention on the structure; and it helps the teacher to check that they can form it.

Summarise what you have discussed by showing the basic steps on the blackboard or overhead projector (Step 1 was of course covered in Session One):

Presenting a structure	
STEP 1	Give examples to show meaning of structure
STEP 2	Model the structure. Class repeats.
STEP 3	Write an example on the board (Get the class to help you!)

DEMONSTRATION: PRESENTING A STRUCTURE

Demonstrate a complete procedure for presenting a structure, using the teachers as pupils. Point out that you are presenting an advanced level structure, so that they can experience the presentation from a learner's point of view.

Step 1 (Example to show the meaning)

T: Listen. Imagine you are with a friend. You're going to visit your uncle, who lives quite near - just a few streets away. Your friend says 'Let's go by bus'. You could say: 'No, there's no point in going by bus, because we can walk there in five minutes'.

There's no point in doing it. (Say this again in Arabic). 'Point' means .... (Give Arabic equivalent). There's no point in going by bus.

Step 2 (Model the structure)

T: Now, this is the structure: There's no point in ... doing something. There's no point in going by bus. Let's say it together. No point.
PP: No point.
T: There's no point.
PP: There's no point.
T: Going by bus.
PP: Going by bus.
T: There's no point in going by bus.
PP: There's no point in going by bus.

Step 3 (Write the example on the board)

Get the pupils to tell you what to write. Correct their suggestions as you go. For example:

T: Now, let's write it. Who can tell me? There's ... What comes next?

P1: There's no point

T: Good (Write: There's no point). What's the next word?

P2: Going by bus.

T: Now yet - before that. There's no point ...?

P3: In.

T: Good. (Write: 'in'). Now ...... Yes?

P4: Going by bus.

T: Good. (Write: 'going by bus', and underline the structure).

The example should now look like this:

There's no point in going by bus.

GIVING OTHER EXAMPLES

Ask the teachers: What should happen next?

Answers: i) The teacher should give other examples of the structure, to make its meaning and form clearer.

ii) The teacher could also give other situations and get the pupils to give more examples.

Continue your demonstration of 'There's no point in ...', to show how this could be done:

Step 4 (Other examples)

T: Here are some other examples. You want to read a book. But I know it isn't a good book. I could say to you: 'There's no point in reading that book - it isn't interesting'.

Another example: You're going to clean your car. But I know it's going to be windy today, so it will get dusty again. What could I say? There's .... Yes?

P5: There's no point in cleaning the car.

T: Very good.
(and so on)

Point out that:

.1 At this stage the pupils are beginning to practise the structure, but still under the control of the teacher. This would lead into a more intensive practice stage.

.2 With each new example, the pupils gradually build up a clearer idea of the structure and how it works.

.3 All the pupils are involved: they are listening to English, thinking about the structure, and beginning to use it themselves.

Give every teacher a copy of the Handout. Give time for them to read it through, and answer any questions they may have.

END OF PART ONE

SESSION TWO PART ONE 75 minutes

ACTIVITY ONE: TEACHING PRACTICE

1. Divide the teachers into groups of four or five. Give every teacher a copy of Worksheet Two. Give every group one of the sentences to look at.

Give these instructions:

.1 Look at your example. Decide how to present the meaning of the structure.

.2 Decide exactly how you will model the structure.

.3 Think of three of four other examples of the structure. Decide how you would present them or how you would get the pupils to say them.

2. Go from group to group, giving help where necessary. If some groups finish before others, sit with them and ask them to explain what they have prepared.

3. Ask each group to present their structure in turn. The teachers from each group should demonstrate in turn, teaching one step each:

e.g. 1st teacher: Give one or two examples to show the meaning of the structure.

2nd teacher: Models the structure and gets class to repeat.

3rd teacher: Writes the structure on the board, getting pupils to help him.

4th teacher: Gives other situations, and gets more examples form the pupils.

Points to watch for:

Showing the meaning

i) Teacher should clearly convey what the structure means.

ii) Teacher should involve the class by including questions in his presentation.

Modelling

i) Teacher should model two or three times in silence.

ii) Teacher should use clear gestures to get the class to repeat.

Writing the structure on the board

i) Teacher should elicit the structure from the pupils, building it up on the board phrase by phrase.

ii) Teacher should show the 'fixed' part of the structure clearly by underlining.

Other examples

i) Teacher should give clear situations which naturally suggest an example of the structure.

RESERVE ACTIVITY: STRUCTURES IN THE TEXTBOOK

1. Divide the teachers into pairs or groups of three and ask them to look at the following lessons from Welcome to English Book II. (If you are short of time, ask each pair/group to look at one of the lessons):

1. Unit 5, Lesson 3a
2. Unit 8, Lesson 1
3. Unit 9, Lesson 3a
4. Unit 11, Lesson 4a

2. Working together, they should:

.1 Identify the structure tat is being presented in each lesson.

.2 Discuss how they could quickly present the meaning of the structure to a class of 2nd Year Prep School pupils, either, by using the illustrations and text in the Students' Book, of by using their own ideas, before moving on to the lesson in the book.

Go from group to group, giving help where necessary.

3. When they have finished, ask different pairs/groups to report back with their ideas.

END OF MODULE

MODULE 5

WORKSHEET TWO — **Session Two Part Two**

1. TEACHING PRACTICE

Look at the sentence the trainer chooses for you, and follow his instructions.

1. I'm going to stay with my uncle.
2. Let's go to the beach.
3. Would you like a glass of tea?
4. I used to live in Mansoura.
5. I'd like to go swimming.
6. I'd rather have a sandwich.
7. These shoes are so old that I can't wear them.

MODULE 5 HANDOUT: PRESENTING STRUCTURES

Steps

1. Give one or more examples to show what the structure means.

2. Model the structure. Pupils listen and repeat.

3. Write one example on the board. (Get the pupils to help you).

4. Give more examples of the structure. Give other situations and get pupils to give more examples.

How to show the meaning of a structure:

1. Show the meaning directly, using things the pupils can see in the classroom:

   - real objects and the classroom itself
   - yourself - your face, clothes, actions, gestures
   - other pupils
   - pictures (flashcards or blackboard drawings)

2. Give examples from outside the classroom:

   - real examples (your own life, pupils' lives, the school, your town, Egypt)
   - imaginary examples in a situation.

Remember:

- Always try to give more than one example of a new structure.
- When you give examples, try to think of interesting situations.
- Involve the pupils as much as possible by:
  - asking questions as part of your presentation
  - getting pupils to tell you what to write on board
  - getting pupils to give examples of the structure

MODULE 6: USING DIALOGUES

SESSION ONE

Part One — 60 minutes

Introduction
Using a short dialogue with substitutions

Part Two — 60 minutes

The Warm Up stage
Teaching the Dialogue

SESSION TWO

Part One — 60 minutes

Using a short dialogue for exchange of personal information
Using a longer dialogue: introduction
Selecting a short dialogue
Using the rest of the dialogue

Part Two — 60 minutes

Teaching Practice
Selecting a short dialogue

CONTENTS

1 Handouts

There are two Handouts, one for Session One and one for Session Two.

2 Worksheets

There is one Worksheet.

Notes

For both Sessions, teachers will need copies of Welcome to English Books I and II, SB and, for Session One Part Two, TB.
For the Reserve Activity in Session Two Part Two, teachers will need to bring copies of whatever textbook they are currently using.
Either ask teachers to bring their own copies, or provide at

least one copy between every three teachers on the course. If this is not possible, you will need to duplicate the relevant pages or type out the dialogues onto worksheets.

GENERAL NOTES FOR THE TRAINER

The aims of this module are:

1. To give teachers some basic techniques for using short dialogues for practice.

2. To show teachers how to make dialogues more real and closer to the pupils' experience.

3. To show teachers how to select a short dialogue from a longer one so that it can be used for practice.

This module is very closely linked to Welcome to English Books I and II and sets out to help teachers use the dialogues in the textbooks more effectively.

This module is mainly concerned with how to use dialogues for practice. It does not go into detail about how to present the language in a dialogue. This is dealt with in the modules Presenting Vocabulary (1) and Presenting Structures (5). The techniques shown in this module include basic question and answer work and repetition drilling. These are also dealt with in Asking Questions (4) and Repetition Drills (2).

This module is not concerned with the use of dialogues as texts for comprehension and exploitation. This is dealt with in the second level Modules Developing Listening Skills (13) and Exploiting a Text: Reading (16).

SESSION ONE PART ONE 60 minutes

INTRODUCTION

1. Begin by pointing out that the dialogue is one of the most widely used language teaching aids, not just for teaching English, but for all languages.

Ask the teachers to suggest some reasons for this:

e.g.

- dialogues put language into meaningful contexts that make it easier to understand;
- they contain examples of language used naturally in real-life situations;
- they are memorable and motivating for the learners.

2. Explain that in this module, the term 'dialogue' will be used to refer to a conversation between two or more people, of two lines or more.

3. Tell the teachers that there is no 'right' or 'wrong' way to use a dialogue. How you use it depends on:

i) What the dialogue is like. Is it short or long? Is the language simple or complex? Is it set in a particular situation? Some dialogues are suitable for learning and acting out, others are not.

ii) What your aims are. Do you want the pupils to <u>use</u> the language of the dialogue, or just to <u>understand</u> it? Do you want them to use <u>all</u> the language, or just <u>some</u> of it? You cannot make a dialogue do everything, so you must choose your aims.

4. Tell the teachers that in Session One you will show them how to use short 'substitution' dialogues of the kind found in Welcome to English and many other textbooks. In Session Two you will show them how to use simple dialogues for the exchange of personal information, and also how to deal with longer dialogues.

USING A SHORT DIALOGUE WITH SUBSTITUTIONS

1. Ask the teachers to look at the following dialogue in Welcome to English Book II, Unit 10, Lesson 4a.

Bill	:	Look at my map. I've already been to a lot of places.
Laila	:	Have you visited Damietta?
Bill	:	Yes, I went there last summer.
Laila	:	What about Rosetta? Have you been there?
Bill	:	No, I haven't been there yet. But I want to go soon.

First of all, talk about the aims of a dialogue like this. Show this list of possible aims on the BB or the OHP:

<u>Short Dialogue: Aims</u>

1. To understand the dialogue.

2. To learn the dialogue by heart.

3. To use the language of the dialogue to talk about other things.

Ask the teachers if they think all the aims are reasonable, and which is the most important. Make these points:

.1 The first aim should be to understand the language in the dialogue. There is no point in trying to learn something without knowing what it means.

.2 The dialogue in this lesson is short and simple, so that the pupils can easily learn it by heart.

.3 This is the most important aim. The aim of the lesson is not simply to learn the dialogue, but to learn to <u>use the language</u> presented in the dialogue.

2. Now ask teachers what they think the <u>language</u> aims of this particular dialogue are; that is, what language points (structures, vocabulary) is this dialogue aiming to practise?

Possible Answers:

1. The Present Perfect Tense with 'been';
2. The use of 'already' and 'yet';
3. The contrast between the Present Perfect and the Past Simple Tense.

Ask the teachers to give you examples from the dialogue:

- I've already been to a lot of places.
- I haven't been there yet.
- Have you visited Damietta?
- I went there last summer.

3. Demonstrate a procedure for using this dialogue with a 2nd year Prep school class. Use the teachers as pupils.

Step 1: Warm-Up: Ask a few questions about the picture.
Who can you see? (Bill and Laila)
What is Bill looking at? (a map)
What is it a map of? (Egypt)

Ask the 'pupils' to make a few sentences about places in Egypt that Bill has and hasn't been to. (e.g. He's been to .... but he hasn't been to ....).

Step 2: Read the dialogue aloud. The 'pupils' follow in their books. Check understanding of 'soon'. (The rest of the vocabulary in the dialogue is assumed to be 'known').

Ask one or two general questions: Has Bill been to Damietta? Has he been to Rosetta?

Step 3: Read the dialogue again, sentence by sentence. The 'pupils', in chorus or individually, repeat after you.

Step 4: Demonstrate the dialogue with a 'pupil', in front of the class. You take the part of Bill and s/he takes the part of Laila. The other 'pupils' listen and follow in their books.

Step 5: Demonstrate the dialogue again with another 'pupil' in front of the class, this time switching parts: You take the part of Laila and s/he takes the part of Bill.

Step 6: Get a pair of 'pupils' to say the dialogue in front of the class, without looking at their books. Prompt them where necessary.

Step 7: Get the 'pupils' to practise the dialogue briefly in pairs, only looking at their books if necessary.

4. When you have finished, ask the teachers to tell you the steps you followed. Build up this list on the board or the OHP, leaving a space at the bottom, which you will complete later with Steps 8 and 9. Do not erase this table - you will continue to refer to it throughout this part of the Session.

USING SHORT DIALOGUES

1. Warm-Up stage: Revise necessary language. Set the scene, making use of textbook pictures. T-C
2. Read out the dialogue - PP listen. T-C
3. Practise the dialogue sentence by sentence with the class. Choral and individual repetition. T-C, T-P
4. Demonstrate the dialogue with one pupil: T takes one part, P takes the other. T-P
5. Demonstrate the dialogue with another pupil, reversing roles P-T
6. Ask 2 PP to practise the dialogue. Other PP listen. P-P
7. PP practise the dialogue in pairs.

Talk about each step as you build up the list on the board. Ask questions to help teachers understand what you did and how and why you did it. For example, for Step One:

- What did I do first? (You asked questions about the picture in the book)
- What questions did I ask? Who can remember? (Who can you see? What is Bill looking at?)
- Why did I do this? (To set the scene for the dialogue: To prepare the pupils for what they are about to hear)
- What language points did I revise? (Present Perfect Tense with 'been')
- How did I do this? (By asking the 'pupils' to make sentences about where Bill has and hasn't been)
- Why did I revise this language? (Again, to prepare the pupils, so that they will be in a better position to understand the language in the dialogue and to practise it later).

- What did I do next? (You read the dialogue aloud) etc.

For Steps 2 through to 7, point out the gradual, step by step progression, from the presentation of the dialogue by the teacher in Step 2, to the full practice of the dialogue by the pupils in Step 7. The teacher, in effect, gradually hands over control of the language from him/herself to the 'pupils'. This is of course an essential process in any teaching/learning situation.

4. Now ask the teachers: Do we want the pupils only to practise the dialogue as it is?

Answer: No. The main aim of this lesson is to teach the pupils to use the language of the dialogue to talk about travelling experiences in general, not just about Damietta and Rosetta.

Explain that one way of doing this is to substitute other places for Damietta and Rosetta. This would also involve substituting other time expressions for 'last summer'.

Tell the teachers to look at the map on page 77 of Welcome to English Book II (Unit 10, Lesson 3a). Explain that these places can be used as substitutions for Damietta and Rosetta: the places which Bill has visited have green lines round them; those which he wants to visit have red lines.

5. Continue with your demonstration as follows:

Step 8: Ask two teachers to act as pupils and demonstrate the dialogue with two of the 'substitutions'. (i.e. one place Bill has visited, and one place he hasn't). Insist that the teacher playing Bill's part in the dialogue replaces 'last summer' with a different time expression.

Step 9: Ask all the teachers to practise saying the dialogue in pairs, using all of the places in the book. Go round, checking and assisting where necessary. The 'pupils' should be able to practise the dialogue now without looking at it.

6. After your demonstration, refer to the table on the board (or OHP), and elicit the last two steps from the teachers. Complete the table as follows:

<u>USING SHORT DIALOGUES</u>

8. Ask two pupils to demonstrate the dialogue with substitutions. Other PP listen. P-P

9. Pupils practise in pairs, using other substitutions. P-P

Point out that the teacher can of course get the pupils to talk about <u>their own</u> travel experiences, using this dialogue as a framework. In this way they will have the chance to use the language they have practised to talk about themselves and exchange information about places they have or haven't been to. This use of dialogues is dealt with more fully in Session Two.

Finally, give each teacher a copy of Handout One.

END OF PART ONE

SESSION ONE PART TWO

60 minutes

ACTIVITY ONE: THE WARM-UP STAGE

1. Divide the teachers into groups of 4 or 5. Ask each group to look at one of the following two dialogues from Welcome to English I and II SB and TB.

Book I Unit 12, Lesson 1
Book II Unit 7, Lesson 3

Give these instructions:

.1 Decide what the language aims of the dialogue are, referring to the Teacher's Book, if necessary.

.2 Prepare a 5-minute Warm-up stage for the dialogue you are looking at, in which you set the scene, using the textbook pictures, and revise any necessary language. Refer to the Teacher's Book for advice on language to revise.

2. Go from group to group, helping where necessary.

3. When they are ready, ask two teachers to present their Warm-ups (one for each dialogue). Invite comments, and if there is time, ask two more teachers from different groups to do the same.

Points to watch for:

- Did the teacher ask questions about the pictures and involve the class, rather than just explain what is in the pictures?

- Did s/he succeed in setting the scene clearly and quickly?

- Did s/he revise and practise any of the language points which occur in the dialogue?

ACTIVITY TWO: TEACHING THE DIALOGUE

1. Tell the teachers to remain in their groups and prepare to present the dialogue they were looking at, following steps 2 to 9, as shown on the Handout. (They have already covered Step 1 in Activity One.) A different teacher in each group should present the following steps:

Teacher One: Steps 2 and 3
Teacher Two: Steps 4, 5, 6 and 7
Teacher Three: Steps 8 and 9

2. Go from group to group, giving help where necessary. Allow 10-15 minutes for preparation.

3. When the groups are ready, ask teachers in turn to come up and demonstrate the stage of the dialogue they have prepared. After each group has finished presenting their dialogue, comment on the individual performances.

Points to watch for:

<u>Teacher One</u> (Steps 2 and 3)

- Did s/he read the dialogue clearly and meaningfully?

- Did s/he check understanding of any difficult words or phrases and of the dialogue as a whole?

- Did s/he conduct choral and individual repetition of the sentences efficiently, using backchaining where necessary?

<u>Teacher Two</u> (Steps 4, 5, 6 and 7)

- Did s/he demonstrate the dialogue with individual pupils?

- Did s/he get 'pupils' to practise the dialogue together and make sure the others listened? (Step 6)

- Did s/he divide the class into pairs efficiently and give clear instructions? (Step 7)

<u>Teacher Three</u> (Steps 8 and 9)

- Did s/he refer the class to the possible substitutions in the book and show the class how they could be used? (Step 8)

- Did s/he ask two (or more) pupils to demonstrate using the substitutions and make sure the others listened? (Step 8)

- Did s/he divide the class into pairs efficiently and give clear instructions? (Step 9)

END OF SESSION ONE

SESSION TWO PART ONE

60 minutes

USING A SHORT DIALOGUE FOR EXCHANGE OF PERSONAL INFORMATION

1. Ask teachers to look at the following dialogue in Welcome to English Book II, Unit 6, Lesson 4a.

> 1. How did you come to school today?
> 2. I came ....
>
> 1. How long did it take?
>   .... minutes
>   .... hours
>
> 1. Do you always come here that way?
> 2. Yes, I do
>   No, sometimes I come ....

Ask the teachers: In what way is this dialogue different from the dialogues they looked at in Session One?

Answer: It is incomplete. The pupils are free to supply their own words in the spaces, but they should keep to the framework of the dialogues.

Ask the teachers what the purpose of a dialogue like this is. Establish that it aims to give the learners the chance to use English to talk about themselves within a structured framework. It therefore allows for a genuine exchange of personal information between pupils (and between teacher and pupils), and enables real communication to take place in the classroom.

Ask teachers to suggest what could fit in the spaces (e.g. I came by bus/on foot/I walked, etc.)

2. Give a quick demonstration of how this dialogue could be used, following these steps and using the teachers as pupils.

Step 1: T-P Ask the questions in the dialogue to 3 or 4 'pupils', trying to encourage a variety of response.

Step 2: P-T Ask one 'pupil' to ask you the questions and answer them yourself. If you like, you can give deliberately false answers (e.g. 'by camel') to make the practice more amusing.

Step 3: P-P Ask 2 or 3 pairs of 'pupils' to demonstrate the complete sequence across the class.

Step 4: P-P Tell the 'pupils' to briefly practise the dialogue in pairs giving their own answers.

3. Ask the teachers to tell you what the 4 basic steps were. Build up this table on the blackboard:

1.	T. demonstrates the dialogue with a P.	T-P
2.	T. demonstrates the dialogue with another P, changing parts.	P-T
3.	2 pupils practise the dialogue across the class.	P-P
4.	All the pupils practise in pairs.	P-P

Emphasise that at each step, the pupils must be free to give their own answers to the questions.

Point out that in a real classroom, the teacher may need to add to these steps. Ask the teachers what they might need to add. For example:

i) The teacher will need to check understanding of the meaning of 'How?' in line 1 (i.e. by what means of transport), and '<u>that</u> way' in line 5.

ii) The teacher may need to conduct a <u>repetition drill</u> of the questions (i.e. How did you come to school today?), using <u>backchaining</u> where necessary. This would be done immediately after Step 1 or Step 2.

4. Give each teacher a copy of Handout Two, which outlines the basic steps.

USING A LONGER DIALOGUE: INTRODUCTION

1. Explain that so far you have only considered short dialogues of between 4 and 8 lines. You will now discuss possible ways of using longer dialogues.

Ask teachers to look at the dialogue in Welcome to English Book I, Unit 13, Lesson 8a.

A conversation on the bus

Bill:	Excuse me, do you speak English?
Tarik:	Yes, I do, a little.
Bill:	I think you're sitting in my seat.
Tarik:	Can I see your ticket, please? No. Your ticket is number twenty-one. My seat is number twenty. This is your seat beside me.
Bill:	Oh, I'm sorry. Thank you. Where are you going?
Tarik:	To Cairo. And you?
Bill:	I'm going to Cairo too.
Tarik:	Where are you from? Are you American?
Bill:	No, I'm British. I come from Britain.
Tarik:	Are you a tourist?
Bill:	No, I work here.
Tarik:	What's your job?
Bill:	I'm a writer. I write children's stories. I travel to different places. I find stories and I write them down.
Tarik:	That's very interesting. Do you like Egypt?
Bill:	Yes, I do, very much.

Remind them of the aims you discussed for using a short dialogue in Session One:

i) To understand the dialogue;

ii) To learn the dialogue by heart;

iii) To use the language of the dialogue to talk about other things.

Discuss whether they are still reasonable aims, when applied to a longer dialogue like this. Make these points:

.1 We can expect pupils to <u>understand</u> the whole dialogue.

.2 We shouldn't expect pupils to learn the whole dialogue by heart, or even to use all the language in it. It is <u>too long</u> and there are <u>too many language items</u>.

.3 So we can use the whole dialogue for comprehension; however, we can also <u>select</u> one section of the dialogue for practice, if we wish to do so. If possible, it should be only about 6-8 lines long.

SELECTING A SHORT DIALOGUE

1. Ask teachers to look at the dialogue in Unit 13, Lesson 8a, and choose 6-8 lines that they think would be suitable for practice. If you like, allow time for them to discuss this with their neighbours.

There is no 'right' or 'wrong' answer, but many of the teachers may agree that lines 12-20 in the SB are the best for practice. (From Tarik: "Where are you from?" to Bill: "I write children's stories".). Point out that this section is suitable because:

i) it is self-contained - it makes sense as a dialogue on its own;

ii) it is not too long to learn by heart;

iii) the language in it is simple and useful;

iv) we could practise several similar dialogues based on it by substituting some items, e.g. other nationalities for 'American' and 'British', and different jobs for 'writer'.

Elicit suggestions for substitutions from the teachers and build up the following list on the blackboard: explain that all the words on the list have been taught in previous lessons of Welcome to English Book I.

Nationalities	Jobs
British	writer
American	teacher
Egyptian	farmer
	shopkeeper

2. Ask 2 of the teachers to demonstrate the dialogue 'extract', choosing their own substitutions.

3. Point out that we now have a short dialogue with substitutions which we can use in exactly the same way as those in Session One.

Ask teachers to tell you the steps to follow, without looking at their handouts. If necessary, build up this summary on the board:

1. Warm up : set the scene and revise necessary language.
2. Read dialogue aloud.
3. Choral and individual repetition of dialogue by PP.
4. Demonstrate dialogue T-P.
5. Demonstrate dialogue P-T.
6. Demonstrate dialogue P-P.
7. PP practise pairs.
8. Demonstrate dialogue with substitutions P-P.
9. PP practise in pairs.

Point out that this 'short' dialogue can be introduced first in the lesson, and should be presented orally. Later in the lesson, pupils can look at the whole dialogue in their books.

USING THE REST OF THE DIALOGUE

1. Ask the teachers how they would use the rest of the dialogue. Get as many suggestions as you can, then suggest these procedures yourself:

.1 The pupils read the rest of the dialogue quietly to themselves.

.2 The teacher asks simple questions, which require short answers. Suggested questions can be found at the bottom of the dialogue in the SB.

Alternatively:

.1a The teacher reads the whole dialogue to the class for listening comprehension practice. The pupils listen, with books closed.

.2a The teacher asks a few simple questions.

2. Explain that these are very different activities from using a dialogue for speaking practice. We are now talking about using longer dialogues as texts for reading or listening comprehension. This is, in fact, outside the scope of this particular module. Procedures for dealing with reading and listening texts are discussed in later modules, in particular numbers 13 and 16 Level Two.

END OF PART ONE

SESSION TWO PART TWO

60 minutes

ACTIVITY ONE: TEACHING PRACTICE

1. Divide teachers into groups of 4 or 5. Ask each group to look at one of the following two lessons from Welcome to English Book II, which contain dialogues to be used for the exchange of personal information among the pupils.

   i) Unit 4, Lesson 2a (Exercise 2a and b)
   ii) Unit 10, Lesson 5 (Exercise 1)

Tell them to prepare to teach these dialogues, following the four basic steps suggested in Part One of this Session. Then hand out copies of Worksheet One which gives more specific instructions to each group.

2. Go from group to group, checking understanding of the task and giving help where necessary. Allow about 10-15 minutes for preparation.

3. When the groups are ready, ask two teachers (one for each lesson) to come to the front in turn and demonstrate the procedure. Invite comments and then ask two more teachers from different groups to come up and do the same.

RESERVE ACTIVITY: SELECTING A SHORT DIALOGUE

1. Tell the teachers to stay in their groups, and to work with <u>one</u> of the textbooks they are currently using.

Each group should find in their textbook a dialogue of twelve lines or more.

For the dialogue they have chosen, they should:

.1 <u>Select</u> a short section for practice - not less than four lines, and not more than eight.
.2 If necessary, simplify it (for example, by making a long line shorter).
.3 Think of some possible variations by substitution.

2. Go from group to group, giving help where necessary.

3. When they have finished, ask one teacher from each group to report back, and discuss their selections, and any simplifications and substitutions, together.

END OF MODULE

MODULE 6

WORKSHEET ONE **Session Two Part Two**

TEACHING PRACTICE

Steps:

1. Demonstrate the dialogue with one or more pupils, getting real answers.

2. Get one 'pupil' to ask you the questions. You answer them.

3. Get 2 'pupils' to demonstrate the dialogue across the class, giving real answers.

4. Pupils practise the dialogue in pairs.

Unit 4, Lesson 2a, Exercise 2 a) and b)

- Demonstrate both dialogues a) and b) with the class before moving on to Step 4 (Pairwork).
- Assume that you have already presented and drilled the question forms of the Past Tense (Did you...?) and the irregular past tense forms 'saw' and 'went'

Unit 10, Lesson 5, Exercise 1

- Assume that the dialogue contains no new language.
- In your Step 1, ask the 'pupils' questions not just about Tanta, but other places too.
- As this dialogue is quite long (6 questions, 6 answers), you don't need to ask all the questions to the same 'pupil'; then get them to ask you the same questions in Step 2.

MODULE 6 HANDOUT ONE: USING DIALOGUES

Using Short Dialogues with substitutions

Step	Activity	Interaction
Step 1:	Warm-Up: Set the scene for the dialogue, making use of any pictures in the text-book. Revise any necessary language used in the dialogue (structures, vocabulary).	T-C
Step 2:	Read out the dialogue to the class at a natural speed. The pupils listen. Check understanding of dialogue through general questions, and explain meaning of unknown words, if necessary.	T-C
Step 3:	Practise the dialogue sentence by sentence with the class. Pupils, chorally or individually, repeat after you. Use backchaining where necessary.	T-C
Step 4:	Demonstrate the dialogue with an individual pupil. You take one part, the pupil takes the other.	T-P
Step 5:	Demonstrate the dialogue with another pupil, changing parts.	P-T
Step 6:	Ask 2 pupils to practise the dialogue in front of the class with or without books. The other pupils listen.	P-P
Step 7:	All the pupils practise the dialogue in pairs. T circulates and listens to a few pairs. When they have finished, they do it again with books closed.	P-P
Step 8:	Ask 2 pupils to demonstrate the dialogue using the substitutions. The other pupils listen. Repeat with another pair if necessary.	P-P
Step 9:	All the pupils practise the dialogue in pairs, using other substitutions. T circulates, as for Step 7. At this stage, the pupils should know the dialogue by heart and be able to practise without looking at the original dialogue.	P-P

MODULE 6 HANDOUT TWO: USING DIALOGUES

Using 'open' dialogues for exchange of personal information

The Basic Steps:

1. Practise the dialogue with one or more pupils. You take one part, the pupil takes the other. Each speaker gives real information about themselves. T-P

2. Practise the dialogue with another pupil, changing parts. P-T

3. Get 2 pupils to practise the dialogue across the class, giving real information about themselves. The other pupils listen. P-P

4. All the pupils practise the dialogue in pairs, only looking at their books, if necessary. T circulates and listens to a few pairs. P-P

MODULE 7: PRACTISING STRUCTURES

SESSION ONE

Part One — 45 minutes

From presentation to practice
Substitution drills

Part Two — 75 minutes

Substitution practice
Using the textbook

SESSION TWO

Part One — 45 minutes

Question/answer drills
Drills with written prompts

Part Two — 75 minutes

Real question/answer drills
Using textbook prompts

CONTENTS

1 Worksheets

There are three Worksheets, two for Session One and one for Session Two. Enough copies should be made to give to every teacher on the course.

2 Handouts

There is one Handout. A copy should be given to every teacher to take away at the end of the training session.

NOTES:

For Activity Two in Session One Part Two, teachers will need to bring copies of Welcome to English I, SB and TB.

For Activity Two in Session Two Part Two, teachers will need to bring copies of Welcome to English Book II, SB only.

GENERAL NOTES FOR TRAINERS

The aims of this module are:

1. To show teachers how to move from presenting structures to practising them.

2. To give teachers practice in identifying structures and giving examples.

3. To show teachers how to organise intensive practice by giving oral or written prompts.

Many teachers rely heavily on repetition and set question-and-answer work for practising new language. This module shows teachers how to practise structures using new combinations instead of repeating single sentences. It also shows how to make practice more efficient by giving more pupils a chance to speak.

This module revises substitution techniques introduced in the module Presenting Structures (5), and shows how they can be extended into the practice stage.

It does not deal with 'meaningfulness' in language practice, or with the use of private (or simultaneous) pairwork. These areas are dealt with in detail in the modules Meaningful Practice (14) and Pairwork (28).

This module assumes that teachers are already familiar with basic techniques of repetition drilling and question/answer work. These are introduced in the modules Repetition Drills (2), Asking Questions (4), and Using Dialogues (6).

SESSION ONE PART ONE 45 minutes

FROM PRESENTATION TO PRACTICE

1. Tell the teachers that in this session you will show them how to move from presenting a structure to giving controlled practice of it.

Write this sentence on the board:

Let's watch television

Ask the teachers to identify the basic structure in the sentence (Answer: Let's ...). Ask them to give other examples of it (e.g. Let's listen to the radio; Let's play football; Let's go to a cafe).

2. Now ask the teachers how they could present this structure to a class. Try to get them to tell you these steps, which were given in the module Presenting Structures:

i) They should show the meaning of the structure, by thinking of a situation and giving one or two examples:

e.g. You're sitting at home with a friend. You can't decide what to do. You suggest different things you might do. For example, you want to watch television, so you say: 'Let's watch television'... (and so on).

ii) They should model the structure by saying one example and getting the pupils to repeat.

iii) They should write an example of the structure on the board.

3. Now ask: How can we get pupils to begin practising the structure? Try to elicit these answers:

i) We could give other examples and get pupils to repeat them. But this isn't very useful, because the pupils have to do almost nothing.

ii) Better than that, we can give other situations and get the pupils to give the examples. This will keep the class much more active.

Demonstrate this using the teachers as pupils:

(Teachers should imagine that you have already presented the structure, and written it on the board).

T: Now, can you give some other suggestions? Listen. You want to watch television. So you say: 'Let's watch television'. Now - imagine you want to listen to the radio. What could you say? Let's ...

P1: Let's listen to the radio.

T: Good. Now - imagine you want to play football. What could you say?

P2: Let's play football.

T: Good. You want to go to the river. Yes?

P3: Let's go to the river.

T: Good.
(and so on)

Tell the teachers that this is called <u>substitution practice</u>. The teacher gives one example of a structure, and the pupils have to make other examples by substituting (or changing) some words.

Note: This is similar to the <u>final</u> stage shown in <u>Presenting Structures</u>. Point out to the teachers that this stage moves from presentation (in which the teacher gives examples) to practice (in which the pupils give examples).

SUBSTITUTION DRILLS

1. Make these points:

.1 In the <u>Presentation Stage</u>, the main aim is to make pupils familiar with new structures and words. So most of the time the teacher talks and the pupils listen (although the teacher should also involve the class by asking questions).

.2 In the <u>Practice Stage</u> (also called the <u>Drill Stage</u>, in Welcome to English), the aim is to get the pupils to start using the language. So although the teacher is still 'in control', the <u>pupils</u> should now be talking as much as possible.

Ask the teachers to think about the substitution practice which you demonstrated. Ask them: How much did the teacher speak? How much did the pupils speak? (Answer: About the same amount).

Tell the teachers that you will show them how to make substitution practice more intensive - that is, with more pupils practising in a short space of time.

2. Give this demonstration, using the teachers as pupils. Point out that it is a continuation of the earlier demonstration.

T: Now. Let's practise more quickly. I'll say a word: you make a suggestion. Television. Let's...

P1: Let's watch television.

T: Again. (Indicates P2)

P2: Let's watch television. (Teacher indicates P3)

P3: Let's watch television.

T: Radio.

P4: Let's listen to the radio.

T: Again. (Indicates P5)

P5: Let's listen to the radio.
(and so on)

Tell the teachers that this was a substitution drill. Ask them: How was the practice made more intensive?

Answer:

i) Instead of giving a whole situation each time, the teacher just gave short prompts. In this way the teacher spoke much less, and so gave the pupils a chance to speak more.

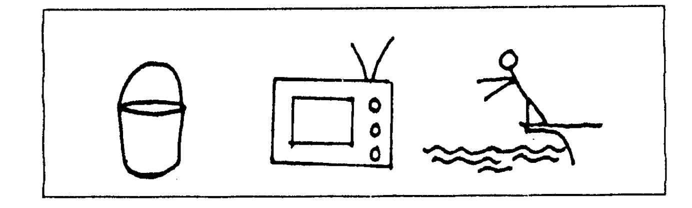
ii) The teacher got two or three pupils in turn to make each suggestion (by saying 'Again', or just pointing). This again gave more pupils a chance to speak. This is a very good way of giving a chance to weaker pupils to say something.

3. Briefly discuss these other ways of giving prompts for intensive practice:

i) The teacher can write word prompts on the board, and conduct the drill by pointing to them.

ii) The teacher can use pictures as prompts - either flashcards or simple blackboard drawings.

Quickly draw these sketches on the blackboard, and ask teachers to make suggestions based on them:



(Possible answers: Let's go shopping; Let's watch television; Let's go swimming).

Do not go into too much detail at this point about either of these two techniques. Writing word prompts on the board is dealt with in Session Two of this module; using flashcards for practice is dealt with in <u>Meaningful Practice</u>.

Point out that another way of doing substitution practice is for the teacher to give no prompts at all, but let pupils make up <u>their own</u> examples based on the structure. This could be done as the final ('free practice') stage, or as a review activity.

4. Summarise what you have said by showing these steps on the overhead projector or the blackboard.

<u>Substitution Practice</u>

1. <u>Presentation</u> T gives examples, models structure, and writes it on the board.

2. <u>Substitution Practice</u> T gives situations. Pupils give more examples.

3. <u>Rapid Substitution Drill</u> T gives short prompts. Pupils give examples.

4. <u>Free Substitution</u> Pupils make sentences of their own, using the structure.

Emphasise that these steps naturally follow on from one another but teachers do <u>not</u> have to go through them all every time. For example, they could present a structure and do some substitution practice, and then move to something different. Or they could just do a rapid substitution drill as a review of an earlier lesson, to 'warm the class up'.

END OF PART ONE

SESSION ONE PART TWO

75 minutes

ACTIVITY ONE: SUBSTITUTION PRACTICE

1. Divide the teachers into groups of four or five, and distribute copies of Worksheet One.

Give each group one sentence to look at, and ask them to:

i) Identify the structure, and think of some more examples.

ii) Prepare a presentation of the structure by thinking of a situation which shows its meaning.

iii) Prepare a rapid substitution drill by thinking of other situations and examples.

iv) Prepare a rapid substitution drill by thinking of a set of short prompts.

2. Go from group to group, giving help where necessary.

3. When they have finished preparing, ask each group to demonstrate their drill, using the other teachers as a class. Teachers from each group should demonstrate in turn, teaching one step each:

e.g. 1st teacher: Presents structure by giving a situation, models it, and writes it on the board.

2nd teacher: Conducts substitution practice.

3rd teacher: Does a rapid substitution drill with short prompts. Then asks teachers to give more examples of their own.

Points to watch for:

Presentation

i) Teacher should convey the meaning of the structure clearly, by giving a situation.
ii) Teacher should give a clear model of the structure, getting 'pupils' to repeat two or three times.
iii) Teacher should write the structure clearly on the board.

Substitution Practice

i) Teacher should give situations, and get the pupils to give the examples. He should not do the practice as a repetition drill!

Rapid Substitution Drill

i) Teacher should only give short prompts - single words or phrases.

Note: If you wish to save time in this activity, you could tell the teachers to imagine that they have already presented the structure, and prepare the practice stages only.

ACTIVITY TWO: USING THE TEXTBOOK

For this activity, teachers will need copies of Welcome to English I, SB and TB.

1. Ask teachers to stay in their groups and look at Unit 6, Lesson 5a in Welcome to English Book I (Don't move! I'm not moving!). Distribute copies of Worksheet Two.

2. Ask them to discuss the first 3 questions on the Worksheet. Go from group to group, helping as necessary.

3. When they have finished, elicit the answers from the teachers.

Answers:

1. Negative form of Present Continuous Tense
   e.g. I'm not moving.
   He's not kicking my desk. etc.

2. i) Don't speak Arabic.
   ii) Tell her not to write on her book.

3. i) I'm not singing.
   ii) He's not moving.

4. Now ask the groups to look at Part 4 (Teaching Practice) on the Worksheet. They should prepare to demonstrate the activity in the textbook following the notes under Step 1 in the Teacher's Book.

5. Go from group to group, checking understanding of TB notes and giving help where necessary. Allow about 15 minutes for this.

6. When they are ready, ask 2 teachers from one of the groups to demonstrate the activity, using the other teachers as pupils.

Teacher One: Presents the activity, following the procedure indicated in the SB pictures and in the TB notes under 'Present Using Actions'. In this part the teacher gives substitution practice to the 'pupils', using the prompts listed below the pictures.

Teacher Two: Demonstrates the '<u>Practice Speaking</u>' part of the TB notes. In this part, the teacher gets individual pupils to prompt the practice, by giving the instructions to other pupils.

e.g. P1: Don't take my pen.
P2: I'm <u>not</u> taking your pen. etc.

END OF SESSION ONE

MODULE 7

WORKSHEET ONE — Session One Part Two

SUBSTITUTION PRACTICE

Steps

1. Presentation

   Give a situation to show the meaning.
   Model the structure: class repeats.
   Write an example on the board.

2. Substitution Practice

   Give other situations.
   Pupils give examples.

3. Rapid Substitution Drill

   Give short prompts.
   Pupils give examples.

4. Free Substitution

   Pupils make up their own examples using the structure.

The trainer will choose one of these sentences for you. Follow his instructions.

1. Would you like to go for a walk?
2. Could you bring me some water?
3. How much sugar do we need?
4. I've been waiting for an hour.
5. I'd rather go by car.
6. I wish I could swim.

MODULE 7

WORKSHEET TWO **Session One Part Two**

USING THE TEXTBOOK

Welcome to English I, Unit 6 Lesson 5a

1. Look at the four pictures in the SB, illustrating the dialogue between the teacher and the class. What structure are the pupils practising here?

2. What does the teacher say in order to get the following responses from the students? Fill in the teacher's prompt in each case:

   Teacher: ....
   Student: I'm not speaking Arabic.

   Teacher: ....
   Student: She isn't writing on her book.

3. What should the students say in response to the following prompts by the teacher? Fill in the student's response in each case:

   Teacher: Don't sing.
   Student: ....

   Teacher: Tell him not to move.
   Student: ....

4. Teaching Practice

   Look at Step 1 in the TB (p. 86), and prepare to demonstrate the activity in the SB which you have just been looking at. Use the rest of the group as a class and use the prompts in the SB (Don't move, etc.) to practise the structure (I'm not moving etc.).

   One person from your group should demonstrate the 'Present Using Actions' T-S(C) part in the TB, and another person should demonstrate the 'Practise Speaking' S-S(C) part.

SESSION TWO PART ONE 45 minutes

QUESTION/ANSWER DRILLS

1. Point out to the teachers that in Session One you were only concerned with substitution practice of single sentences. In this Session you will show how the same techniques can be used for intensive practice of questions and answers.

Write this two-line conversation on the board:

A:	Can you swim?
B:	Yes, I can No, I can't

Ask teachers to identify the basic structure in the question. (Answer: Can you ....?). Then ask them to suggest other words or phrases that could be substituted for swim. (e.g. Can you walk? Can you speak English? Can you drive a car?)

2. Demonstrate a technique for practising questions and answers. Ask the teachers to act as a class, but also to notice what steps you follow. They should imagine that you have already presented the structure and the class have repeated it two or three times.

Step 1 (Teacher asks questions, pupils answer)

T: Answer my questions. Give me true answers. Can you swim? (Indicates P1)

P1: Yes, I can.

T: What about you? Can you swim? (Indicates P2)

P2: No, I can't.
(And so on, with a few more pupils)

T: Now listen. Can you drive a car? (Imitates action of driving). Can you drive a car? (Indicates P3)

P3: No, I can't.

T: Can you drive a car? (Indicates P4)

P4: No, I can't.

And so on, asking each of these questions to one or two pupils:

Can you speak English?
speak French?
ride a bicycle?
sing?
fly?

Step 2 (Pupils ask each other questions. Teacher prompts)

Get pupils to ask each other the same questions as you asked. Prompt the questions at first:

T: Amer, ask Samir. Walk.

P5: Can you walk?

P6: Yes, I can.

And so on, with different pairs. After a time, let pupils choose their own questions.

3. After the demonstration, establish what the two steps were, and summarise them on the board.

Point out that it is very important that pupils give real answers, otherwise the practice is meaningless. Ask the teacher: How can we be sure that they do this?

i) The teacher can say at the beginning: 'Give me true answers'.
ii) He can choose questions which can only be answered in one way: e.g. 'Can you fly?' - the answer must be 'No, I can't.'.
iii) He can check ('Really? Are you sure?').

DRILLS WITH WRITTEN PROMPTS

1. Point out that when we use real questions for practice, pupils know what the answers should be. Another way to do Question/Answer practice is to indicate the answers by writing prompts on the board. In this way, we can greatly extend the range of questions and answers we can practise. In 'Welcome to English', there are often prompts in the Students Book which the pupils can use to practise questions and answers.

Write this two-line conversation on the board:

A: What time did Samira get up today?

B: She got up at seven o'clock.

Ask the teachers what items they could substitute, in the question and in the answer. (In the question: The name of the person, or the verb. In the answer: The verb or the time.)

2. Demonstrate a Question/Answer Drill, using the teachers as pupils. Again, teachers should imagine that you have already presented the structures on the board.

Step 1. (Teacher asks, pupils answer)

Write this table quickly on the board, reading it out as you write:

Mona	7.00
Ali	6.30
Mahmoud	8.00
Salwa	6.00
You	?

T: (Pointing to the table) What time did Mona get up today?

P1: She got up at seven o'clock.

T: Good. Again. (Indicates P2)

P2: She got up at seven o'clock.

(and so on, asking different pupils about the other people in the table)

Step 2 (Pupils ask each other. Teacher prompts)

T: Ask about Mahmoud. (Indicates P3)

P3: What time did Mahmoud get up today? (Teacher indicates P4)

P4: He got up at eight o'clock.

(and so on. Teacher prompts pupils to ask and answer about all the people in the table)

3. After the demonstration, again ask teachers to tell you what the two steps were.

Point out that in both the drills which you demonstrated:

.1 By Step 2 the practice is completely taken over by the pupils.

.2 The teacher just prompts ('Ask about ...'), or says nothing at all.

END OF PART ONE

SESSION TWO PART TWO

75 minutes

ACTIVITY ONE: REAL QUESTION/ANSWER DRILLS

1. Divide the teachers into groups of four or five. Distribute copies of Worksheet Three, and give one of the first set of questions for each group to look at.

Ask them to:

i) Identify the structure in their question, and think of other examples. (They should write these down.)

ii) Make sure they know what the possible answers are to the questions.

iii) Think what prompts they would give for pupils to ask each other.

2. Go from group to group, giving help where necessary. Ask each group to show you their questions.

3. Ask two teachers from each group to come to the front in turn and demonstrate their drill. Each of the two teachers should teach one step of the drill.

Points to watch for:

Step 1

i) Teacher should write the example on the board first.
ii) Teacher should get answers from more than one pupil each time.
iii) Teacher should insist on real answers.

Step 2

i) Teacher should only prompt (with a single word or 'Ask about ...'), saying as little as possible.
ii) Teacher should choose pairs of pupils sitting some distance from each other, so that the rest of the class can hear what they are saying.

ACTIVITY TWO: USING TEXTBOOK PROMPTS

For this activity, teachers will need copies of 'Welcome to English' II, SB.

1. Divide teachers into their groups again. Ask them to look at the second activity on Worksheet Three. Give each group one of the lessons from 'Welcome to English' on the Worksheet to look at.

Ask them to prepare a question and answer drill, using the prompts provided in the textbook for the exercise they are looking at. They should prepare the drill following the 2 steps at the top of the Worksheet.

Step 1. Teacher asks the questions, using the prompts. Individual "pupils" answer. T-P

Step 2. Pupils ask each other, using the prompts. P-P

2. Go from group to group, assisting where necessary. Allow about 10 minutes for preparation.

3. Ask two teachers from each group to come to the front in turn and demonstrate their drill. The first teacher should teach Step 1, and the second should teach Step 2.

Points to watch for:

Step One: The teacher should make sure that the 'pupils' are following in their books as he asks the questions. S/he should ask the question first and then select an individual 'pupil' to answer it.

Step Two: The teacher should move into this step smoothly by asking individual 'pupils' to ask the questions to other pupils. S/he should conduct the activity from the front by selecting individuals to ask the questions, but should say very little him/herself.

END OF MODULE

MODULE 7

WORKSHEET THREE **Session Two Part Two**

QUESTION/ANSWER DRILLS

Steps
1. Ask questions. Several pupils answer each one.
2. Prompt pupils to ask each other questions.

1. Real Question/Answer Drills

The trainer will choose one of these questions for you. Follow his instructions.

1. Have you ever watched a football match?
2. How do you come to school?
3. Do you like walking?
4. Do you have a watch?
5. Do you know how to paint?
6. Is there a factory near your house?
7. Where were you yesterday evening?
8. Have you ever visited Helwan?

2. Using Textbook Prompts

The trainer will choose one of these question/answer pairs for you, taken from lessons in 'Welcome to English' Book II SB. Follow his instructions.

1. Unit 3, Lesson 2a, Ex. 1.
   "What is Samira going to do on Saturday?"
   "She's going to wash her hair."

2. Unit 4, Lesson 2a, Ex. 1.
   "Did you walk to school?"
   "Yes, I did/No, I didn't."

3. Unit 9, Lesson 4a, Ex. 2.
   "What's Abdullah done in his life?"
   "He's flown a lot of planes."

4. Unit 14, Lesson 2a, Ex. 2.
   "How long have there been canals in Birket Asha?"
   "For nearly .... years/Since 1938."

MODULE 7 HANDOUT: PRACTISING STRUCTURES

After presenting a new structure and conducting a short repetition drill of it, the teacher must give the pupils the opportunity to practise it.

This does not mean simply getting the pupils to repeat sentences containing the structure which the teacher gives them: it means getting them to produce examples of the structure by themselves.

<u>Some ways of doing this</u>:

1. Substitution Practice:
   T gives situations. PP respond with appropriate examples of structure.

2. Substitution Drill:
   T gives short prompts. PP give examples of structure.

3. Using Pictures:
   T uses pictures as prompts. PP respond to each picture with example of structure.

4. Question and Answer Drill:
   a) T asks questions: PP respond.
   b) P1 asks question: P2 responds, etc.

5. Drill with Written Prompts:
   T gives written prompts on BB (eg. notes). PP respond with examples of structure.

All these activities give the pupils very <u>controlled</u> practice. They all require the pupils to make a response (using the new structure) to a <u>cue</u> or a <u>prompt</u> provided by the teacher. In each case the response is determined by the cue.

Controlled practice is important for building up confidence in the new language. But it is only the <u>first</u> stage of practice: it is also important to let the pupils practise the structures they have learnt in situations which are less tightly controlled by the teacher - where they have more freedom of choice. How we can provide this kind of <u>free</u> practice will be discussed in later modules.

MODULE 8: PLANNING A LESSON

SESSION ONE

Part One — 40 minutes

Introduction: Planning a lesson
The three basic stages — 80 minutes

SESSION TWO

Part One

Other activities in the lesson
Writing a lesson plan — 30 minutes

Part Two — 90 minutes

Discussing a lesson plan
Writing a lesson plan

CONTENTS

1 Worksheets

There are three Worksheets. You should make enough copies so that there is at least one between two teachers.

2 Handouts

Worksheet Three also serves as a handout, offering a model lesson plan.

Note: For Session One Part Two and Session Two Part Two, teachers will need copies of Welcome to English Book I, SB and TB.

GENERAL NOTES FOR THE TRAINER

This module aims to show teachers how to plan a lesson in which new language is systematically presented and practised. After they have finished this module, teachers should be able to:

1. Identify the aim of a lesson in the textbook.

2. Identify new vocabulary and structures.

3. Distinguish between review, presentation, practice, and free practice.

4. Write a simple lesson plan.

This module shows how specific techniques given in other modules fit together in a complete lesson. It assumes that teachers are already familiar with basic presentation and practice techniques, so it should be used after these modules:

1: (1) Presenting Vocabulary
2: (5) Presenting Structures
3: (2) Repetition Drills
7: (7) Practising Structures

The main focus of this module is on Welcome to English Bk I.

A Level Four module, Teaching a Unit (41), will act as a review of later modules and show teachers the importance of long term planning.

This module does not discuss the planning of lessons which are based on a text to be used for the development of reading or listening comprehension skills rather than the acquisition of new language. The planning of such lessons is dealt with in the Level Two modules, Developing Listening Skills (13) and Exploiting a Text: Reading (16).

SESSION ONE PART ONE

40 minutes

INTRODUCTION: PLANNING A LESSON

Tell teachers that there are three basic steps in preparing a lesson - three things they should decide before they go into class. Write them on the board, and talk about each in turn.

PLANNING A LESSON

1. Decide the aim of the lesson
2. Decide what language to teach
3. Decide how to teach it

1. The aim of the lesson. Make these points:

   .1 Teachers should always try to see what the general aim of the lesson is (although it may not always be clear from the textbook).

   .2 The lesson may focus on:

      i) a particular topic - so the aim of the lesson may be, for example, 'To introduce colours' or 'To practise language for buying clothes';

      ii) a particular structure - so the aim of the lesson may be 'To practise the Present Continuous Tense' or 'To introduce Past Simple questions'.

      iii) The lesson may also focus on the development of a particular skill of language like reading or listening. In this module you will not be discussing this type of lesson but will concentrate on aims (i) and (ii), that is on lessons in which the main aim is to introduce and practise new words, structures and expressions.

Talk about a lesson that all the teachers have taught recently. Ask them to tell you what they think the aim of the lesson was.

2. What language to teach

   Point out that most lessons introduce some new vocabulary, and also introduce at least one new structure.

Make these points:

.1 New vocabulary. Not all the new words in a lesson are equally important. Some are words which the pupils will need to use themselves - these should be introduced carefully and practised. Others are words which the pupils need to recognise only - they only need to be quickly explained.

.2 New structures. These include all the new 'patterns' in the book, and also all the forms of the verb - different tenses, question forms, negatives, etc. For example, these are all different structures:

She's lazy.
Is she lazy?
She isn't lazy.

If a structure is new, it needs to be presented carefully and practised frequently, until the pupils can use it themselves.

Again, talk about a lesson that the teachers have taught recently. Ask them:

i) What were the new words?
Which of them were the most important?

ii) What new structures were there?

3. How to teach the new language

Tell teachers that, when deciding how to teach new language, it helps to think of the lesson as having three different 'stages': the Presentation Stage, the Practice Stage, and the Free Practice Stage. (Or Presentation Stage, Drill Stage and Practice Stage, as they are known in 'Welcome to English')

You will now go on to talk about these in detail.

THE THREE BASIC STAGES

Write the three stages on the board, and talk about each in turn.

1. Presentation Stage

At this stage we present new vocabulary and new structures.

First ask teachers how new vocabulary can be presented. From their answers, establish these points:

.1 We need to show not only the form of new words but also their meaning.

.2 This can be done in various ways, for example:

- by showing a real object, or a picture
- by using actions, gestures, mime
- by using the word in a sentence
- by using Arabic

(See the module on Presenting Vocabulary).

Then ask teachers how we can present new structures. From their answers, establish these points:

.1 As with new vocabulary, we need to show both the form and the meaning of the structure.

.2 We can do this by giving examples - we can either use real examples or we can imagine a situation. We can also show the written form of the structure by writing it on the blackboard and underlining the main features.

Point out that our aim at the Presentation Stage is to help pupils to recognise and understand the new language.

2. The Practice Stage (or Drill Stage)

After we have presented the new language, the next stage is to practise the most important items.

Ask the teachers to suggest some different ways of doing this. Possible answers:

- by simple repetition drilling (for memorisation and correct pronunciation);
- by using the new language in questions and answers;
- by getting pupils to make sentences from prompts;
- (if the language is in a dialogue,) by drilling the dialogue;
- (if the language is in a text,) by reading the text and asking questions on it.

Point out that in all these activities, the teacher is controlling or guiding the language the pupils actually produce to make sure they do not make too many mistakes. This is in fact only the first stage of Practice, the controlled stage when we want the pupils to begin using the new language correctly and to build up their confidence in using it.

3. The Free practice Stage (or Practice Stage)

After they have practised the new language, under the teacher's control, pupils should now try to use it:

i) in sentences of their own;
ii) to talk about their own lives, interests, ideas and experiences.

This is called the Free Practice stage because the teacher has now reduced the control over what the pupils say (or write), leaving them free to make up their own sentences using the language they have learnt.

It is sometimes called the 'production stage' of the lesson (pupils are 'producing' language themselves).

Write this example on the board:

Does your sister know how to paint?

Ask teachers to imagine that they have already presented and practised the structure 'know how to ..'. Now they want their pupils to use it in new sentences. Ask them to suggest ways of doing this.

Possible answers:

- by getting pupils to ask each other real questions about themselves, their families, etc. ('Do you know how to paint?' 'What about your father?')

- by talking about other activities ('Do you know how to cook?' 'What about Mona? Ask her!')

TIMING

Tell the teachers that they should try to keep these stages in mind when they prepare their lessons and during the lesson itself.

Ask teachers how much of a lesson should be spent on presentation an how much on practice (controlled and free) of new language. Establish these points:

.1 The time the teacher spends on each stage will depend very much on the amount of new language being introduced in the lesson and how easy or difficult it is for the pupils.

.2 Generally speaking, the teacher should make sure that more time is spent <u>practising</u> the new language than presenting it. You cannot learn any new skill unless you have sufficient opportunity to practise

it. Note that the practice of new language may consist not only of speaking activities, but also of written exercises or a short reading text with questions requiring the pupils to use the new language.

Finally tell the teachers that the three stages you have discussed are intended as a guide, to help teachers be more aware of their aims at each point of the lesson.

END OF PART ONE

SESSION ONE PART TWO

80 minutes

ACTIVITY ONE: IDENTIFYING AIMS

For this activity the teachers will need to have copies of Welcome to English Book I, SB and TB.

1. Divide teachers into pairs or groups of three. Distribute copies of Worksheet One. Read through the instructions with the teachers, explaining any difficulties.

2. In their pairs or groups, teachers discuss the aim(s) of each lesson and write it in the space provided.

3. When most groups have finished, discuss the answers together. Allow for a variety of possible answers, as a single lesson may have more than one aim.

After discussing the aim of each lesson, ask the teachers to find the relevant sections in the Teacher's Book and check their answers.

Suggested answers:

Unit 1, Lesson 1a:	To teach pupils a simple greeting (Good morning). To teach pupils to introduce themselves and ask people what their names are.
Unit 4, Lesson 1a:	To teach pupils to name classroom objects using 'this' and 'that'.
Unit 6, Lesson 4a:	To teach pupils to ask questions about present activities, using the Present Continuous Question form: Yes/No and What ....? questions.
Unit 7, Lesson 4a:	To teach pupils to talk about where places are in their country, using the points of the compass.
Unit 9, Lesson 1:	To teach expressions for describing where people and things are (e.g. 'at the top', 'in the middle').
Unit 11, Lesson 2:	To teach expressions for telling the time.

ACTIVITY TWO: PLANNING THE PRESENTATION STAGE

1. Divide teachers into pairs or groups again. Distribute copies of Worksheet Two, and ask them to look at Part A, which shows various words and structures from Welcome to English Book II.

2. In their pairs or groups, teachers discuss how to present each item, and make brief notes. Go from group to group checking and assisting as necessary.

3. When most groups have finished, discuss what ideas they had, and ask some teachers to give quick demonstrations.

If there is time, ask teachers to suggest ways of practising each of the structures they looked at.

ACTIVITY THREE: PLANNING THE FREE PRACTICE STAGE

1. Ask the teachers to remain in their pairs or groups, and look at Part B on Worksheet Two, which gives sentences from lessons in Welcome to English Book II.

Tell them to imagine they have presented and provided controlled practice of the structures contained in the sentences. Now they want the pupils to produce real language of their own. They should decide how to use each sentence as a basis for real language about the pupils' own experience.

2. The teachers discuss their ideas in their pairs or groups.

3. When most groups have finished, discuss their ideas together. Ask some teachers to give quick demonstrations.

END OF SESSION ONE

MODULE 8

WORKSHEET ONE — Session One Part Two

IDENTIFYING AIMS

Look at the following six lessons from Welcome to English Book I SB and discuss the aims of each lesson. Write them in the space provided.

To help you find the aims:

- pay particular attention to what the students say in each lesson. This is the language they are expected to produce.
- the teacher's part in the lesson may contain examples of language which the students are only expected to understand, but not to produce yet. This language is therefore intended to be receptive not productive knowledge.
- for this activity, only identify the productive aims of a lesson.

Lesson	Aims
Unit 1, Lesson 1a	
Unit 4, Lesson 1a	
Unit 6, Lesson 4a	
Unit 7, Lesson 4a	
Unit 9, Lesson 1	
Unit 11, Lesson 2	

MODULE 8

WORKSHEET TWO **Session One Part Two**

A. PLANNING THE PRESENTATION STAGE

How could you present these new language items?

a) NEW VOCABULARY

Nouns: baker
canal
frying
edge

Verbs: climb
travel
watch

Adjectives: thirsty
flat

b) NEW STRUCTURES

You must not ....
Have you ever .... -d?
(Water) is more/less (useful) than (sand)

B. PLANNING THE FREE PRACTICE STAGE

Here are some sentences from Welcome to English Book II.

How could you get your pupils to talk about their own experience, ideas or general knowledge, using:

either i) the same pattern?
ii) the same vocabulary?

1. In my country it often snows in January.
   Farmers sow the corn in October or November.
2. Have you ever seen a lion?
3. Bill saw the sphinx when he went to Giza.
4. Cheese costs 50 piastres a kilo.
5. In the future there may be an airport here.

SESSION TWO PART ONE

30 minutes

OTHER ACTIVITIES IN THE LESSON

In Session One, you talked about the main stages in teaching new language - presentation, practice (drill) and free practice (practice). There are two other activities in the lesson that teachers should plan in advance:

i) Review of language that pupils learned earlier;

ii) Homework.

1. The Review Stage. Ask the teachers these questions, and establish the points given below each one:

.1 What is the purpose of the Review stage?

To help pupils remember language they learned earlier, and to give them a chance to use it again. It should not only be language from the previous lesson - but also from last week's or last month's lessons. It should also, if possible, be connected in some way with aims of the present lesson.

.2 Where should the Review stage come in the lesson?

Many teachers use a few minutes at the beginning for review, but it can come at any point in the lesson. You can bring language from earlier lessons into the Free Practice Stage - so pupils are using new and old language at the same time.

.3 What techniques can we use for review?

Many different techniques are possible. The teacher can ask questions; get pupils to ask questions; get pupils to make sentences from a word, etc. (Techniques for reviewing are given in the Level Two Module Reviewing Techniques).

2. Homework. Tell teachers that when they plan a lesson, they should:

i) know what homework they are going to set;
ii) allow time in the lesson to set it;
iii) allow time to check the homework in the next lesson.

Quickly discuss with teachers how often they set homework, and how much time they spend setting it and checking it. Techniques for setting and marking homework are given in the Level Two Module Homework.

WRITING A LESSON PLAN

Tell teachers that they are going to practise writing lesson plans.

Point out that a written lesson plan is not just for the inspector - its main purpose is to help the teacher himself.

Ask teachers to suggest how it can help. Then make these points:

.1 Writing a lesson plan helps the teacher to prepare; it helps him decide exactly what he will do and how he will do it.

.2 The teacher can look at the lesson plan again after the lesson, and use it to evaluate what happened. Did he do what he planned to do? Was each stage successful?

.3 He can keep the lesson plan and refer to it again next year. In this way his teaching will become better and easier each year.

Make it clear that there is no 'correct' way to write a lesson plan. But a good lesson plan should give a clear picture of what the teacher intends to do in the lesson.

END OF PART ONE

SESSION TWO PART TWO 90 minutes

ACTIVITY ONE: DISCUSSING A LESSON PLAN

For this activity, teachers will need copies of Welcome to English Book 1, SB and TB.

1. Divide teachers into pairs or groups of three. Ask them to look at Welcome to English Book I, Unit 6, Lesson 4a, SB and TB and discuss exactly how they would teach the lesson. They should think of review activities, presentation, practice and free practice.

2. When most groups have finished, distribute copies of Worksheet Three, which shows a possible lesson plan. Read it through together, and then discuss these questions:

i) What does the lesson plan include that is <u>not</u> given in the TB?

ii) Where in the lesson plan are the drills in the TB included?

iii) How is this lesson plan different from their own ideas for this lesson?

Encourage as much comment and discussion as possible. Emphasise that the Lesson Plan shows only one possible way of teaching the lesson, not necessarily the 'best' way.

ACTIVITY TWO: WRITING A LESSON PLAN

1. Divide teachers into their pairs or groups again. Choose a lesson they will have to teach soon, and ask them to write a lesson plan for it. The plan should include:

i) Aim
ii) New vocabulary or structures
iii) An outline of what the teacher plans to do for
- review
- presentation
- practice (drill)
- free practice (practice)

iv) Any visual aids needed

2. Go from group to group checking and assisting as necessary. Allow about 15 to 20 minutes for this.

3. When most groups have finished, talk about the lesson together, and try to build up a 'collective' lesson plan on the blackboard. As far as possible, let the teachers provide

the ideas - you should act as 'secretary' and organiser of the discussion.

If there is time, let the teachers write a second lesson plan for another lesson they will teach soon.

END OF MODULE

WORKSHEET THREE LESSON PLAN Module 8

Welcome to English I Unit 6, Lesson 4a

Aim: To practise asking and answering questions about present activities, using Present Continuous Tense and Yes/No and What.... questions.

New Vocabulary: person

Review: Perform actions and ask pupils to tell me what I'm doing; show pictures of people doing various activities and ask pupils to tell me what they are doing.

Presentation 1:

1. Present Question form with 'What' by performing actions and asking pupils 'What am I doing?' Then ask PP to perform similar actions to present 'What's he/she doing?'
2. Use SB picture 4 to present 'this person', stressing that we don't know who he is and it doesn't matter just now.

Practice 1:

1. Repetition Drill with Backchaining of Question form: 'What's he/she/this person doing?'
2. Ask questions about SB pictures. PP answer.
3. PP ask and answer questions about SB pictures: S-S(C).

Presentation 2:

Present Yes/No Question form as in Presentation 1 with actions by T and by PP. e.g. 'Am I writing?' 'Yes I am/No I'm not.' 'Is he/she running?' 'Yes.../No...', etc.

Practice 2:

1. Repetition Drill with Backchaining of Question form: 'Is he/she writing?'
2. PP ask and answer Yes/No questions about SB pictures across the class, using 'What's ... doing?'

Free Practice:

1. PP work in pairs asking and answering questions (both types) about SB pictures.

2. Guessing Game: Ask a pupil to come to the front and think of one of the pictures in the book. The other PP have to guess which picture he/sheis thinking of by asking Yes/No questions; when they find out, ask another pupil to think of a picture, etc.

Aids: Action pictures on flashcards for Review stage.

MODULE 9: THE PRESENT TENSES

SESSION ONE

Part One — 40 minutes

Introduction
Using the Present Simple tense
Present Simple tense forms
Present Simple questions

Part Two — 80 minutes

Practising the negative
Practising questions
Reserve activity: How often?

SESSION TWO

Part One — 30 minutes

The Present Continuous

Part Two — 90 minutes

Describing pictures
Mime
Using word cards
Reserve activity: Using flashcards

CONTENTS

1 Handouts

There are two Handouts. Copies should be given to every teacher to take away at the end of the training session.

Note:

For Activity One in Session Two Part Two, teachers will need copies of Welcome to English Book I (SB).

For special requirements, see next page.

GENERAL NOTES FOR THE TRAINER

This module focusses on a language area.

The aims of this module are:

1. To increase teachers' familiarity with the Present Simple and Continuous tenses in English.

2. To give teachers a variety of techniques for teaching these tenses effectively.

3. To improve teachers' own fluency in using the Present tenses.

The first part of each Session is mainly concerned with language, and is designed to remind teachers of how the Present tenses are formed, how they are used, and what other language is associated with them.

The second part of each Session is mainly concerned with how to teach the Present tenses, but incidentally gives the teachers further language practice. Many of the teaching techniques included in this module are dealt with in more detail in other modules, especially:

4: Asking Question (basic question types and techniques)

5: Presenting Structures (giving examples of a structure)

7: Practising Structures (substitution and transformation drills)

24: Introducing Reading (using wordcards)

14: Meaningful Practice (using flashcards)

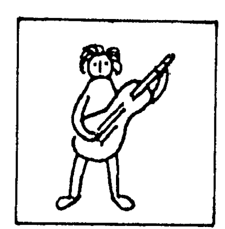
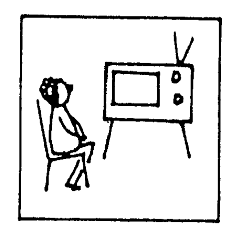
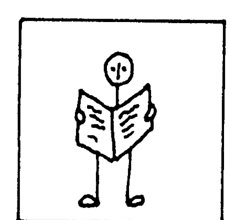
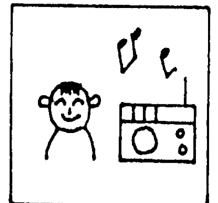
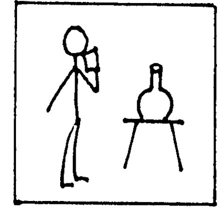
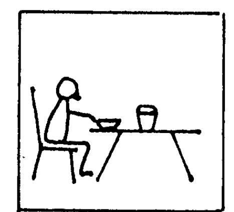
3: Using the Blackboard (writing structure tables)

PREPARATION

For Activity Three in Session Two Part Two you will need these Wordcards for your demonstration. For details of how to make them, see Module No. 24: Introducing Reading.

running	she	is	?
Why	they	are	

For the Reserve Activity in Session Two Part Two you will need these flashcards. For details of how to make them, see Module No. 14: Meaningful Practice.

SESSION ONE PART ONE

40 minutes

INTRODUCTION

Explain to the teachers that in this module they will:

i) see how the present tenses are formed and how they are used;

ii) think about how to teach and practise present tenses in class;

iii) practise using present tenses themselves.

USING THE PRESENT SIMPLE TENSE

1. Tell the teachers that you will begin by looking at the Present Simple tense, and what it is used for. Write on the board:

PRESENT SIMPLE TENSE

Read this passage aloud, and ask teachers to notice the verbs used in it:

> Some people think Cairo is much too crowded and noisy, but I like it; I find it a very exciting place to live. I have a good job there in a travel agency, and I know a lot of people - I think that helps a lot.

Get teachers to tell you what verbs you used in the passage.

Point out that the passage uses the Present Simple to talk about general things - what the person likes, thinks, has, who he knows, etc. The Present Simple is used to talk about things in general, rather than things happening right now.

2. Now read the following passage:

> One problem is that I live a long way from the centre, so I get up very early - usually around seven. I just have a quick breakfast and then I drive to work. If I'm lucky, I get to work by 9 o'clock, but sometimes I get stuck in traffic jams, and arrive late. Fortunately, I have a good boss - he never complains.

Again get teachers to tell you what verbs you used in the passage.

Discuss how this passage was different from the first one. Establish that:

.1 This passage describes what a person does - a routine.
.2 The Present Simple is used here to describe habitual actions.

3. Point out that when the Present Simple is used to talk about habitual actions, it is often used with frequency adverbs, such as 'usually'.

Write these sentences on the board:

He is usually late for work
He usually arrives late for work

Explain that 'usually' comes after the verb 'to be', but before a main verb.

Ask teachers to suggest other frequency adverbs which could be used instead of 'usually'. Build up a list on the board.

Possible answers: always, often, sometimes, rarely, never, seldom, generally.

Note: There are also many longer phrases which indicate frequency, e.g. from time to time, now and then, every day, twice a week. These come either at the beginning or the end of the sentence. Talk about them only if teachers mention them.

PRESENT SIMPLE TENSE FORMS

1. First talk about the pronunciation of Present Simple tense forms. Point out that we often talk of 'adding an -s' to form the third person singular of a verb in the Present Simple. However, the sound is not always an 'S'.

Write up the following table on the blackboard or show it on an OHP:

A	B	C
lives swims enjoys	visits laughs likes	teaches misses loses

Ask teachers to read the verbs in each column aloud, and say how the '-s' endings are pronounced.

Establish that:

.1 The verbs in Column A all end in the sound -/z/. This is because the ending follows either a vowel or a voiced consonant.

.2 The verbs in Column B all end in the sound -/s/. This is because the ending follows an unvoiced consonant.

.3 The verbs in Column C all end in the sound -/ɪz/. This is because the ending follows a 'hissing' sound: /s/ /ʃ/ /tʃ/ /dʒ/ /ʒ/.

(If necessary, give a simple explanation of 'voiced' and 'unvoiced' sounds, but do not go into too much detail).

Read out the verbs below. Ask teachers to say the third person singular form of each one, and what column it belongs to:

move	want	eat
play	make	pass
hit	catch	drink
study	fetch	go

2. Now talk about how the endings are written. Write these verbs on the board:

swim	like

Ask teachers to give the third person singular forms, and add them on the board. Establish that the regular way to write the third person singular is simply to add -s.

Now write these verbs on the board:

teach	wash

Ask teachers to give the third person singular forms, and add them on the board. Establish that verbs ending in -ss, -sh, -ch add -es. Ask teachers to give other examples (e.g. watches, passes, pushes).

Now write these verbs on the board:

hurry	cry

Again ask teachers to give the third person singular forms, and add them on the board. Establish that if a verb ends in -y, the -y changes to -ies. (But -ay, -oy stay the same: says, enjoys).
Ask teachers to give other examples (e.g. worries, marries, studies).

If you like, point out that the rules for both pronouncing and spelling the third person singular are the same as the rules for forming plurals of nouns. Give a few examples:

e.g. I ask, he asks - desk, desks
I carry, he carries - story, stories
I read, he reads - bird, birds
I watch, he watches - match, matches

PRESENT SIMPLE QUESTIONS

1. Tell the teachers you will look at different types of questions and answers using the Present Simple tense.

Show the following examples on the blackboard or overhead projector:

A. Does your brother earn much money?
Do your neighbours have a car?

B. How do you go to work?
Where does Uncle Salim live?

Ask teachers what answers they could give to each question. Establish that:

.1 The first two questions are Yes/No questions. They can be answered 'Yes, he does', 'Yes, they do' or 'No, he doesn't', 'No, they don't'.

.2 The second two questions are WH- questions. They can be answered with a short answer, eg.g. 'By bus', or with a full sentence, e.g. 'I go to work by bus'.

They begin with what is called a 'WH- word' - so called because these words nearly always begin with Wh...

Ask teachers to tell you the basic <u>structure</u> of the two types of question, and write them on the board:

<u>Yes/No Questions</u>

DO DOES	+	Subject	+	verb

<u>WH- Questions</u>

WH- word	+	DO DOES	+	Subject	+	verb

Ask teachers go give you other WH- words, and build up a list on the board. These are the most important:

Who...?	What...?	How often..?
When..?	Which..?	How much...?
Where.?	Whose..?	How many...?
Why...?	How....?	

2. Using the list on the board, ask teachers to make up WH-questions. The questions should all use the Present Simple tense.

END OF PART ONE

SESSION ONE PART TWO

80 minutes

ACTIVITY ONE: PRACTISING THE NEGATIVE

1. Write these structure tables on the board:

I You	get up	early
He She	gets up	

I You	don't	get up early
He She	doesn't	

Point out that pupils need to practise all these forms of the Present Simple tense. Ask teachers to suggest how they can easily be practised. Get as many ideas as possible from the teachers. Then make these points:

.1 It is easy to practise the first and third person forms in a natural way by getting the pupils to talk about themselves and about other people they know (e.g. their father, brother, sister, friend).

.2 It is more difficult to practise negative forms in a natural way. One technique for getting pupils to give a negative sentence is to use gestures - nodding the head for a positive response and shaking the head for a negative one.

2. Demonstrate a simple transformation drill, using the teachers as pupils. Indicate whether you want a positive or negative response each time by either nodding and smiling or shaking your head and frowning. For example:

T: I get up early in the morning. What about you? (Nods head)

P1: I get up early, too.

T: What about you? (Shakes head)

P2: I don't get up early.
(and so on, with other pupils)

T: Now, what about your sister? (Nods head)

P3: She gets up early.

T: What about <u>your</u> sister? (Shakes head)

P4: She doesn't get up early.

3. Divide the teachers into pairs or groups of three. Write these verbs on the board:

eat	make	go
drink	live	work
like	help	enjoy

Ask teachers to think of a sentence for each verb which they could use to practise positive and negative forms of the Present Simple.

When most pairs have finished, ask them what sentences they thought of.

4. Choosing one verb at a time, ask teachers to come to the front and demonstrate the practice. The other teachers act as pupils.

Points to watch for:

i) The teacher should get the class to practise all four forms: first and third person, positive and negative.

ii) The teacher should <u>not</u> ask full questions, but 'prompt' sentences by saying 'What about you?' 'What about your brother?' etc.

iii) The teacher should clearly indicate a positive or negative response by gestures.

ACTIVITY TWO: PRACTISING QUESTIONS

1. Write this table on the board:

get up?
breakfast?
school?
evening?

Ask teachers to give as many WH- questions as they can using each word.

Possible questions:

When/What time do you get up?
When/What time/Where do you eat breakfast?
What do you eat for breakfast?
Who do you eat breakfast with?
When/What time/How do you go to school?
How long does it take you to go to school?
What do you do at school? How long do you stay at school?
When do you leave school?
What do you do in the evening? How do you spend your evening?
Where do you go in the evening? Who do you see in the evening?

2. Demonstrate how you can use a table like this in class to give pupils practice in asking questions.

Ask a teacher to come to the front of the class. The other teachers 'interview' him, asking him questions based on the table. If necessary, direct the questions by pointing to different words on the table, and by prompting, e.g. 'Ask how long', 'Ask who'.

3. If you like, repeat the activity, choosing a new teacher to be interviewed, and with someone else taking your place as 'teacher'.

RESERVE ACTIVITY: HOW OFTEN?

1. Ask the teachers this question:

How often do you go to the cinema?

Guide them towards a precise answer, such as 'Once a week' or 'Three times a year'.

Build up a table of expressions of this kind on the blackboard, getting suggestions from the teachers:

once twice three times	a second a minute an hour a day a week ...

2. Ask the teachers these questions. Ask each question to several teachers, and encourage them to give true answers.

How often do you go to the dentist?
How often do you have a cigarette?
How often do you have your hair cut?
How often do you see the River Nile?

Add more questions to your own if you like.

3. Divide the teachers into pairs or groups of three. Working together, they should write down <u>three</u> real questions with 'How often?' which they could ask their own pupils.

When most pairs have finished, ask the teachers to read out their questions.

END OF SESSION ONE

30 minutes

SESSION TWO PART ONE

THE PRESENT CONTINUOUS TENSE

1. Tell the teachers that in this session you will focus on the Present Continuous tense. Write the topic on the blackboard.

First ask teachers to tell you the basic structure of the Present Continuous tense, and write it on the board:

I	am		
We You They	are	+ Verb	+ -ING
He She	is		

Now talk about how the Present Continuous is used. Ask the teachers to give you examples, and make these points:

.1 The Present Continuous is mainly used to describe what is happening now - at the moment of speaking:

e.g. Fouad is watching TV.
We are practising English.

.2 In the classroom, it is often used in describing pictures (e.g. He's carrying something) or actions performed by the teacher or pupils (She is opening the window).

.3 It is also used for describing gradual processes which are going on all the time:

e.g. The elephant is disappearing from many parts of Africa.
The Nile Delta is gradually changing.

2. Check that teachers know how to form questions using the Present Continuous. Ask them to give you the rule (subject and auxiliary verb change places), and write these examples on the board:

Is he eating?

What is he eating?

Check that teachers can use the Present Continuous tense by asking a few questions:

- Do you have a brother? What's he doing right now?
- Is your mother at home now? What's she doing?
- What's the name of your Inspector? What is he doing at the moment?
- What's happening at your school at the moment?

3. Now talk about the spelling of -ing forms. Write these verbs on the board in two columns:

A	B
tell	eat
jump	feel
get	move
win	hope
stop	bite

Ask teachers to spell the -ing form of each verb, and add them on the board:

A	B
tell - telling	eat - eating
jump - jumping	feel - feeling
get - getting	move - moving
win - winning	hope - hoping
stop - stopping	bite - biting

Establish these points (eliciting them from the teachers as far as possible):

.1 All the verbs in Column A have short vowel sounds

(/ e /, / ʌ /, / ɪ /, / ɒ /, / æ /).

In the -ing form, getting, winning, stopping have a double consonant, to show that the vowel is short (tell, jump, wash already end in two consonants, so they do not change).

.2 All the verbs in Column B have <u>long</u> vowel sounds:

(/ iː /, / əʊ/, / uː /, / aɪ /).

In the -ing form, they have a single consonant.

The final -e (<u>move</u>, <u>hope</u>, <u>bite</u>) is dropped when -ing is added.

END OF PART ONE

SESSION ONE PART TWO

90 minutes

ACTIVITY ONE: DESCRIBING PICTURES

1. Divide the teachers into pairs, and ask them to look at the pictures in Welcome to English SB, Book I, Unit 13, Lesson 1. One teacher in each pair should ask as many questions as possible about Picture A, and his partner should answer. Then the other teacher should ask questions about Picture B.

Point out that the questions can be of any type:

- Yes/No: e.g. Is Nadia writing on the blackboard?
- 'Or': Is Nadia standing up or sitting down?
- WH- (short answer): What's Nadia doing?
- Prompt for long answer: Describe Nadia
Tell me about Nadia

2. When all the pairs have finished practising orally, ask teachers to write down their best three questions.

3. Taking each picture in turn, ask teachers to read out their questions.

4. If you like, ask one or two teachers to come to the front and ask questions on the pictures, with the other teachers acting as pupils.

Point out to teachers that many pictures in the textbook can provide an opportunity to ask and answer questions using the Present Continuous.

ACTIVITY TWO: MIME

1. Explain that a very useful way of practising the Present Continuous in the classroom is to use mime. It has these advantages:

   i) It is very simple and needs no special materials or preparation.

   ii) It focusses pupils' attention on the meaning of the language they are practising.

   iii) It is enjoyable and motivating for the pupils.

2. Demonstrate a technique for using mime in class:

   .1 Ask one teacher to come to the front and stand beside you. Explain that you will tell this teacher to mime an action. The class must guess what the action is.

.2 Whisper this instruction to the teacher: 'Dig a hole in the ground'.
The teacher mimes this action, and the class guesses: 'He's digging (a hole in the ground)'.

3. Teachers work in pairs. Each pair thinks of two actions they could mime, and writes them on a piece of paper.

4. Ask individual teachers to come to the front to demonstrate the technique. The teacher should choose a 'pupil' to mime the action, and whisper the instruction to him. The 'pupil' then mimes the action and the class try to guess what he is doing.

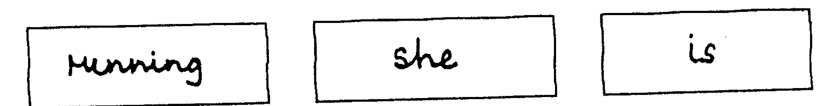
Note: It is important that the pupil should continue the action all the time while the class are guessing - this makes it appropriate to use the Present Continuous.

ACTIVITY THREE: USING WORD CARDS

1. Tell the teachers that a good way to focus the pupils' attention on the structure of sentences and questions is to use word cards.

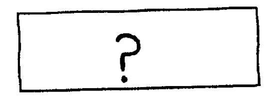
Demonstrate the technique, using the teachers as pupils. Follow these steps:

.1 Call three pupils to the front and give them these cards:



Ask them to stand in a line so that they make a sentence. Ask the class if it is correct, and ask a pupil to read it out ('She is running').

.2 Call one more pupil to the front and give him this card:



Ask the four pupils to stand so that they make a question. Ask the class if it is correct, and ask a pupil to read it out ('Is she running?'). Ask the pupils what happened (Answer: 'is' and 'she' changed places; a question mark appeared at the end).

.3 Call one more pupil to the front and give him this card:

Why

Ask him to join the line, and ask a pupil to read the question out ('Why is she running?').

.4 Send back the pupils with 'she' and 'is' and call two more pupils to the front. Give them these cards:

they | are

Ask them to join the line in the correct places. Again ask a pupil to read the question out ('Why are they running?').

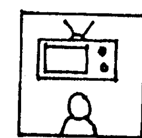
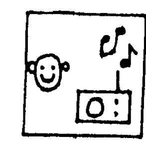
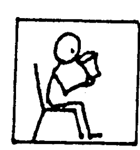
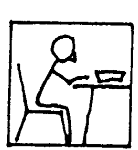
Point out that this technique can be used to make a large number of different sentences and questions. It gives practice in recognising structures and in reading complete sentences.

2. If you like, you could extend this activity by dividing teachers into groups to make their own word cards, and then to practise the technique themselves.

RESERVE ACTIVITY: USING FLASHCARDS

1. Demonstrate a guessing game using flashcards, to practise Present Continuous Yes/No questions. Follow these steps, using the teachers as pupils:

.1 Show these flashcards one at a time, and each time ask, 'What's he doing?':

Show them two or three times, until the class become familiar with them.

.2 Choose one of the cards but don't show what it is. The pupils must guess which one you have chosen by asking Yes/No questions:

e.g. P1: Is he eating?
T: No - he isn't eating.
P2: Is he watching television?
T: No - he isn't watching television.
P3: Is he listening to the radio?
T: Yes - he's listening to the radio. (Shows card).

2. Ask two or three teachers to come up in turn and continue the guessing game, playing the role of 'teacher'.

Before the teachers leave, give them copies of each of the Handouts. Give them time to read through them, and answer any questions they may have.

END OF MODULE

MODULE 9 HANDOUT ONE PRESENT TENSES

A. PRESENT SIMPLE TENSE

We use this tense to talk about things in general or about things which often happen.

We often use the Present Simple with frequency adverbs and phrases:

often, generally, sometimes, never, always;
every day, once a week, from time to time, etc.

Structure

I/We You/they	live	in Suez
He/She	lives	

Questions:

Do you live in Suez? Does he live in Suez?
Where do you live? Where does he live?

Negative:

They don't live in Zagazig. She doesn't live in Zagazig.

Pronunciation

lives, goes, brings: The -s is pronounced '-z'.
hits, makes, eats: The -s is pronounced '-s'.
watches, passes, sneezes: The -es is pronounced 'iz'.

Written endings

sing, like, play: + -S sings, likes, plays
catch, wish, miss: + -ES catches, wishes, misses
cry, study, worry: -Y = -IES cries, studies, worries

MODULE 9 HANDOUT TWO: PRESENT TENSES

B. PRESENT CONTINUOUS TENSE

We use this tense to talk about what is happening now.

Structure

I	am	drinking tea
He/She	is	
We You They	are	

Questions:

Are you drinking tea? Is she drinking tea?
What are you drinking? What is she drinking?

Negative:

I'm not drinking tea. He isn't drinking tea.
They aren't drinking tea.

MODULE 10: TALKING ABOUT THE FUTURE

SESSION ONE

Part One — 50 minutes

Introduction
Will & Shall
Going to
Present Continuous tense
Future time expressions

Part Two — 70 minutes

Transformation drill
Practising offers
Using a practice table
Reserve activity: Classroom situations

SESSION TWO

Part One — 45 minutes

Expressing uncertainty
When & If

Part Two — 75 minutes

Sentence completion
Exchanging information

CONTENTS

1 Handouts

There is one Handout. A copy should be given to every teacher to take away at the end of the training session.

There are no Worksheets or OHP Transparencies in this module.

GENERAL NOTES FOR TRAINERS

This module focusses on a language area.

The aims of this module are:

1. To increase teachers' familiarity with ways of expressing the future in English.

2. To give teachers a variety of techniques for teaching these forms effectively.

3. To improve teachers' own fluency in talking about the future.

The first part of each session is mainly concerned with language, and is designed to remind teachers of the most important verb forms and other structures used for expressing the future in English.

The second part of each session is mainly concerned with how to teach these forms, but incidentally gives teachers further language practice. Many of the teaching techniques included in this module are dealt with more fully in other modules, especially:

5: Presenting Structures (giving examples of a structure)

7: Practising Structures (substitution drills)

14: Meaningful Practice (asking real questions)

3: Using the Blackboard (using practice tables)

This module introduces basic modal verbs used in talking about the future, and conditional structures with 'If'. These areas are dealt with more fully in Modal Verbs (31) and Conditionals (34).

SESSION ONE PART ONE 50 minutes

INTRODUCTION

Point out that there is no 'future tense' in English, in the same way that there are past and present tenses. Instead there are various ways in which we can express the future.

Ask the teachers to tell you the commonest ways of expressing the future. Build up a list of them on the board, and ask teachers to give a few examples of each. Do not talk about them in detail at this point.

1. Will/Shall
   e.g. They will arrive soon.
   We shall see you next year.

2. Going to
   e.g. They're going to get married next month.
   He's going to be an engineer.

3. Present Continuous
   e.g. She's going to Alexandria for the summer.
   They're giving a party on Thursday.

There are two other ways of expressing the future which are less important. Add them to the list only if teachers suggest them:

4. Present Simple (for fixed plans, timetables, etc.)
   e.g. The train leaves in half an hour.
   Term starts next week.

5. Future Continuous
   e.g. I'll be leaving early in the morning.
   This time tomorrow I'll be flying across the Atlantic.

Now talk about each of the three main ways in more detail.

WILL & SHALL

1. Tell the teachers that pupils used to be taught to use shall with 'I' and 'we', and will with 'you', 'he', 'she', and 'they'. But in modern English, people no longer make this difference, so teachers should not insist on it: it is always correct to use will.

2. Point out that the full forms will and shall are mainly used in writing. In spoken English they are usually reduced, especially after pronouns. Write these forms on the board:

Positive	Negative
'll	won't

Ask teachers to give you all the forms (e.g. I'll go, you'll go, etc.; I won't go, you won't go, etc.). Check that they pronounce them correctly.

3. Point out that the full forms must be used in questions. The most important use of shall is in the question 'Shall I ...?' (used for offering) and 'Shall we ...?' (used for making suggestions).

Write these examples on the board:

> Shall I make some tea?
>
> Shall we go home?

Ask teachers to give you a few other examples of each structure.

In the same way, an important use of will is in the question 'Will you ...?' (used for making requests).

Write this example on the board:

> Will you shut the door, (please)?

Again, ask teachers to give a few other examples.

4. Point out that the full form is also used in short answers:

e.g. Will you be at home tomorrow?

- Yes, I will
- No, I won't

Ask the teachers a few questions, and get them to give short answers:

e.g. Will you teach tomorrow?
Will the shops be open tomorrow?
Will they be open on Sunday?
etc.

GOING TO

1. Point out that *going to* is a common way of talking about the future, especially:

   i) to express *intention*, and say what you have *decided* to do:

      e.g. I'm going to work harder
      I'm going to buy a bicycle

   ii) to talk about things that seem *certain*:

      e.g. It's going to rain
      They're all going to fail the exam

Ask teachers to give a few more examples. Check that they *pronounce* 'going to' correctly. Point out that:

   .1 We use the short forms *I'm*, *You're*, *He's*, *She's*, *We're*, *They're*.

   .2 We usually pronounce 'to' as /tə/.

If necessary, give this model, and ask teachers to repeat it:

We're going to get married
/wɪə 'gəʊɪŋ tə get 'mærɪd/

2. Check that teachers can form questions and negatives using *going to*. If necessary, write the forms on the board:

> He's going to retire.
> He isn't going to retire.
> Is he going to retire?
> When is he going to retire?

3. Point out that we can use other verbs as well as *going to* to talk about intentions:

   e.g. We're *planning to* have a picnic

   She's *intending to* work in a bank

Ask teachers to tell you some of the things they are *planning* and *intending* to do.

PRESENT CONTINUOUS TENSE

1. Point out that we use the Present Continuous to talk about things that are definitely *arranged*. Give these examples:

We're having fish for dinner today.
(We've already bought it).

Ahly are playing against Suez at the weekend.

2. Ask teachers these real questions, and tell them to reply using the Present Continuous or 'going to'. Use prompts (e.g. And you? What about you? What about your family?) to get more replies.

- What are you doing this evening?
- What are you doing at the weekend?
- Are you going anywhere in the summer?
- What are you going to do at the feast?

etc.

FUTURE TIME EXPRESSIONS

Write these sentences on the board:

Magdi's starting school next week.
They'll arrive soon.

For each sentence, ask teachers to suggest other future time expressions to replace the ones underlined. Write a list on the board of any that seem to be new or difficult.

Possible answers:

Today, tomorrow, the day after tomorrow, this week, next Saturday, this year, next year, etc.
At 7 o'clock, on Saturday, in the autumn, in October, in 1990, etc.
In a few minutes/hours/days, etc., (NOT 'After ....')
In a few hours'/days'/years' time.

END OF PART ONE

SESSION ONE PART TWO

70 minutes

ACTIVITY ONE: TRANSFORMATION DRILL

1. Tell the teachers that you are going to demonstrate a transformation drill for basic practice of the future using ..'ll.

Demonstrate the technique, using teachers as pupils.

.1 Write on the board:

usually	tomorrow
he ______s	he'll ______

.2 Give a few examples, pointing to one side of the board or the other:

T: Listen. Usually Fouad arrives at eight o'clock.
Tomorrow he'll arrive at nine o'clock.
Usually he takes a bus.
Tomorrow he'll take a taxi.

.3 Get responses from different pupils.

T: Now you make sentences.

Usually he drinks coffee. Tomorrow...

P1: Tomorrow he'll drink (tea).

T: Usually he eats meat.

P2: Tomorrow he'll eat (beans).

T: Usually he plays football.

P3: Tomorrow he'll play (tennis).

(and so on)

2. Now demonstrate another way of doing the same drill, this time using word prompts on the board.

.1 Write quickly on the board:

tea	-	coffee
cafe	-	club
early	-	late
school	-	home

.2 Point at the word you want the pupils to use, and prompt them as little as possible:

T: (pointing to 'tea') Usually.....

P4: Usually he drinks tea.

T: (pointing to 'coffee') But...

P5: But tomorrow he'll drink coffee.

(and so on)

3. Now divide the teachers into pairs or groups of three. Ask them to make up five pairs of examples of their own, and write down a set of word prompts to put on the board.

4. When most pairs have finished, stop the activity. Ask a few teachers to come to the front and demonstrate their drill.

ACTIVITY TWO: PRACTISING OFFERS

Tell teachers you will demonstrate a technique for giving intensive practice in making offers, using 'Shall I...?'

Demonstration

.1 T: I am visiting you. You offer to make me some tea. You could say: 'Shall I make some tea?' (Write this on the board).

.2 Get teachers to make other offers. Give these prompts:

- Offer to bring me some water.
- Offer to open the window.
- My car won't start. Offer to telephone the garage.
- Offer to look at the engine.
- My mother's in hospital. Offer to visit her.

(and so on)

After the demonstration, point out that you made the prompts more realistic by giving very short situations (e.g. My car won't start. My mother's in hospital.).

Ask teachers what prompt you gave to get the answer 'Shall I phone the garage?'
Write the answer on the board:

My car won't start. Offer to phone the garage.

Practice

1. Divide the teachers into pairs or groups of three. Ask them to think of five prompts like the one on the board, to practise different offers. One of the pairs should write them down.

2. When most pairs have finished, ask a few teachers to come to the front and demonstrate.

ACTIVITY THREE: USING A PRACTICE TABLE

1. Tell the teachers that you are going to show them how to use a simple table on the board to practise the Present Continuous for talking about the future.

Write this table quickly on the board, reading out the words as you write them:

S	At home	T	Swimming
S	Alexandria	W	Hospital
M	University	T	Football

Ask teachers what the letters on the left mean (They are the days of the week). Now use the table for question/answer work:

e.g. What's Mahmoud doing on Wednesday?
(He's going to the hospital)
What's he doing on Monday?
(He's going to the university)
etc.

Practice

Divide the teachers into their pairs again. Ask them to make a practice table on their own, on the same pattern as the one on the board, but with different activities filled in.

When pairs have finished, they can use it to ask each other questions.
Ask one or two teachers to come to the front and demonstrate, writing their table on the board.

RESERVE ACTIVITY: CLASSROOM SITUATIONS

1. Point out that there are many real opportunities to talk about the future in English. Teachers should take advantage of these whenever they can.

Read out these situations one by one, and ask teachers to suggest what they might say. (Possible answers are given after each one).

1. It's the beginning of the lesson. Tell the class what you are going to do today.

   (Today we're going to do Lesson 5b in the Workbook. Today we're going to learn about games and sports)

2. Think of sentences with 'going to' to tell the class about the next 'stage' of the lesson.

   (Now we're going to read the dialogue. Now close your books - I'm going to ask you some questions).

3. Asking pupils to do things. Make requests (using 'Will you...?') for these situations:

   i) You are using a text for listening. You notice that a pupil has his book open.

      ('Will you close your book, please?')

   ii) It's very noisy outside and the door is open.

      ('Hana, will you shut the door, please?')

   iii) You want to organise a pairwork activity.

      ('Will you all sit in pairs, please?')

   iv) You want one pupil to act as 'teacher'.

      ('Will you come out to the front, Suad?')

END OF SESSION ONE

SESSION TWO PART ONE 45 minutes

EXPRESSING UNCERTAINTY

Tell the teachers that in this session they will learn how to express uncertainty when talking about the future, and how to form sentences with When and If.

1. First talk about how to use adverbs to express uncertainty. Write these sentences on the board:

He will come tomorrow
He won't come tomorrow

Ask teachers to say each sentence, adding these words:

i) perhaps
ii) maybe
iii) probably

Answers: i), ii): 'perhaps' and 'maybe' both come at the beginning of the sentence:

Perhaps		will	
	he		come tomorrow
Maybe		won't	

iii): 'probably' comes after 'will' but before 'won't:

He will probably come tomorrow

He probably won't come tomorrow

If you like, mention some other adverbs that come in this position: certainly, definitely, possibly.

Make sure all the teachers understand what all the adverbs mean.

2. Now talk about how to use 'may' and 'might' to express uncertainty about the future.

Ask teachers to give you sentences about the future using may or might. Then write these examples on the board:

He	may / might	come tomorrow
He	may / might	not come tomorrow

Point out that may and might mean almost the same - might expresses slightly greater uncertainty. The examples mean the same as: 'Perhaps he will/won't come tomorrow'.

3. Ask teachers to give you sentences using 'I hope' to talk about the future, then write these examples on the board:

I hope	he'll come tomorrow / he comes tomorrow

Point out that after 'I hope' we can use either the Present Simple or 'will'.

Make sure teachers understand what 'I hope...' means.

4. Ask the teachers some real questions, and encourage them to use the language you have just dealt with. Use prompts (e.g. 'What about you? And you? What do you think?') to get answers from different teachers.

e.g.
- What will you do next summer?
- How many years will you stay at your school?
- What will the weather be like next week?
- Do you think you will use the techniques you learned on this training course?

WHEN & IF

Write these sentences on the board:

> When he comes, we'll begin work.
>
> If he comes, we'll begin work.

Ask the teachers to identify the verb forms used in these sentences. (Present Simple after When and If, will in the other half of the sentence).

Point out that:

.1 After When and If, we use the Present Simple tense, even though we are talking about the future. (We never say 'If/When something will happen'.)

.2 The rule applies to other words of the same type as When and If. Add them on the board, and make sure that teachers understand what they mean:

When After As soon as Before	he comes, we'll begin work.

.3 We could, of course, say the sentence the other way round:

We'll begin work when he comes.
They'll be late if the car breaks down.

Ask the teachers if they can remember any sentences like these from Welcome to English.

e.g. Book II, Unit 14, Lesson 6a:
What will you do when you leave school?

Book II, Unit 14, Lesson 8a:
When I have a chicken farm and a fruit farm, I'll be very important. I'll be the richest man in my village......

Give every teacher a copy of the Handout. Give time for them to read it through, and answer any questions they may have.

END OF PART ONE

75 minutes

SESSION TWO PART TWO

ACTIVITY ONE: SENTENCE COMPLETION

Tell the teachers that 'complex sentences' (that is, sentences with two or more parts) can be practised by a technique called sentence completion. The teacher gives one part of the sentence, and the pupils have to complete it so that it makes sense.

Demonstrate this, using sentences with if.

1. Write on the board:

I'll post the letter if .....

Ask teachers to suggest ways of completing it (e.g. ... I see a postbox; ... I have time; ...I remember.

i) You'll catch cold if ....
ii) They'll go abroad if ....
iii) I'll marry you if ....

Now discuss when this technique could be used. Point out that it is most suitable for the Free Practice stage of the lesson, as it allows pupils to invent their own sentences.

Practice

1. Divide the teachers into pairs or groups of three. Ask each pair to make up three 'sentence beginnings', and write them down. Ask some pairs to make up sentence beginnings like 'I'll post the letter if...', and other pairs to make up sentence beginnings with when, such as: 'I'll go home when...'

When pairs have finished, they should try their exercise out between themselves to make sure it works.

2. Ask three or four teachers to demonstrate their exercise. The other teachers act as a class.

ACTIVITY TWO: EXCHANGING INFORMATION

Tell the teachers you are going to show them a pairwork activity which gives free practice in talking about the future.

1. Write this table on the blackboard:

Holiday place	________
Length of stay	________
Daytime activities	________
Evening activities	________
Companion	________

2. Ask for one volunteer to come to the front of the class. Ask him these questions, filling in the chart as he answers:

i) Where are you spending your holiday this year?
ii) How long are you going to stay?
iii) What will you do during the day?
iv) What will you do in the evenings?
v) Who are you going with?

Now get the teachers to tell you what <u>questions</u> you asked. Discuss what language might be used in the <u>answers</u> (e.g. to express uncertainty).

3. Ask teachers to write their own table on a piece of paper. Then divide teachers into pairs or groups of three. They should interview each other and fill in their table. Point out that the answers do <u>not</u> have to be true - teachers should feel free to invent answers.

4. When most pairs have finished, stop the activity. Ask one or two teachers to report back to you what they find out about their partner's holiday plans.

END OF MODULE

MODULE 10 HANDOUT: EXPRESSING THE FUTURE

1. Most common ways of expressing the future:

   i) Will/Shall

      They will arrive soon.
      We shall see you next year.

      Note: In spoken English, will and shall usually become 'll

      Notice these expressions:
      - Requests: Will you open the door (please)?
      - Offers: Shall I get you some water?
      - Suggestions: Shall we go to a restaurant?

   ii) Going to

      They're going to get married next month.
      He's going to be an engineer.

   iii) Present Continuous

      She's going to Alexandria for the summer.
      They're going to a party on Thursday.

2. Expressing uncertainty:

   i) Adverbs

      Maybe / Perhaps he'll be there.

      He'll probably be there.
      He probably won't be there.

   ii) Modals

      He may / might be there.

   iii) I hope

      I hope he'll be there. / he's there.

3. When & If

   When / After / As soon as / Before / If he comes, we'll begin work.

   Note: After all these words, use the Present Simple to talk about the future

MODULE 11: SOUNDS AND SPELLINGS

SESSION ONE

Part One — 45 minutes

Sounds and Spellings
Consonants

Part Two — 75 minutes

Common clusters
Clusters from Grammar
Complicated clusters
Pronunciation of verbs

SESSION TWO

Part One — 45 minutes

Vowels

Part Two — 75 minutes

Word cards
New words
Book search

CONTENTS

1 Transparencies

There are two Transparencies for the OHP. These may be photocopied as reference sheets if the trainer wishes.

2 Worksheets

There are three Worksheets. Each teacher will need a copy of all three.

3 Cassette

The word examples are all recorded onto a cassette, side B of "Songs and Rhymes".

There is no Handout, but the Worksheets may be kept or copied by the teachers as a reference.

Note:

For Activity Three in Session Two Part Two, the teachers will need copies of any one of their textbooks.

GENERAL NOTES FOR THE TRAINER

The aims of this module are:

1. To introduce teachers to the full range of English sounds.
2. To clarify the distinction between vowels and consonants.
3. To establish the difference between spoken and written forms.
4. To give pronunciation practice in areas of difficulty.
5. To familiarise teachers with different spellings of English sounds.

Many teachers are worried about their pronunciation: this module will help them to identify their own problems, and to recognise the many areas in which English is not difficult. The module forms a basis for more advanced practice of the consonants, vowels and other sound features of English. This module does not require use of phonetic transcription, except for the symbol schwa:/ ə /.

Three modules in Level Two introduce phonetic script and give further pronunciation practice focussing on Consonants (18), Simple Vowels (14) and Diphthongs (20). Spoken English is also the focus of Stress, Rhythm and Intonation (33). Revision of phonetic script is given in the Level Four module Study Skills (42). The module Teaching Pronunciation (29) shows teachers how to improve pupils' pronunciation. Many modules deal with promoting the use of oral work, especially Meaningful Practice (14), Using Dialogues (16), Pairwork (28), Developing Listening Skills (13), Classroom Games (22), Role Play (43) and Communicative Activities (37). Regularities of spelling are emphasised in Introducing Reading (24).

PREPARATION

The trainer should prepare the 40 wordcards listed at the back of this module. These are needed in Session Two, Part Two.

SESSION ONE PART ONE

45 minutes

SOUNDS AND SPELLINGS

1. Every language has a spoken and a written form. In our mother tongue, we acquire naturally the sounds of the language - its pronunciation. Even in our mother tongue, however, we have to be taught the letters - its spelling system.

Think about the distinction: the letters of a language are not its sounds, but are attempts to represent sounds on paper - and this is a difficult thing to do.

2. What are the letters and sounds of Arabic?

Arabic has an alphabet: we may refer to it as 'il aruuf il abyaadiyat' or, less formally, as 'alif baa' jiim daal'.

The alphabet has 28 letters. These letters show the consonant sounds of Arabic. To show more exactly how a written word is pronounced, Arabic uses other symbols.

In Arabic, then, the alphabet and other symbols are used together to show the consonant and vowel sounds of the language, and to make sure that a word is pronounced correctly.

3. Before we go on to compare English, let us check that we understand the terms vowel and consonant.

Ask the teachers the following questions, and elicit the correct answers. Exemplify consonant sounds with /s/ /m/ /b/ emphasising the 'stoppage' or 'friction'. Exemplify vowel sounds with 'aaah' and 'oooh' to emphasise the free flow.

.1 What is a vowel?

It is a sound made by letting the air out through the mouth without stopping or restricting it at any point. The air flows freely.

.2 What is a consonant?

It is a sound in which the air is stopped completely for a time or else restricted. The air does not flow freely.

.3 Do all languages have both vowels and consonants?

Yes.

.4 Does Arabic have more consonants, or more vowels?

Arabic has many more consonants than vowels.

4. What are the letters and sounds of English?

English, too, has an alphabet, which is referred to less formally as the 'ABC'. The English alphabet has 26 letters. Each letter has a 'small' and a 'capital' form. These letters show both the consonant and the vowel sounds of English, and there are no additional symbols.

English and Arabic in fact use approximately the same number of sounds.

Ask the teachers to guess how many. Guesses will vary greatly, but most teachers will probably guess in the region of 26-30. Clarify that you are asking for the number of sounds, not letters.

How many distinct sounds does English use?

Answer: Educated Southern English has 24 consonant sounds and no less than 20 vowel sounds.

5. Comparing Arabic and English

The English speaker learning Arabic has to learn some new sounds, but many of the sounds in English also occur in Arabic. He has to learn a completely different system of letters and spelling.

The Arabic speaker learning English is in exactly the same position. He can use some of his own sounds, but must learn some new ones. And he has to learn a completely different writing system.

Show transparency One, or distribute it, if it has been copied as a handout. Go down the list of consonants with the teachers. Ask them not to copy it.

i) Draw attention to the shape of the letter (Column 1).
ii) Get a teacher to give the name (Column 2).
iii) Get a teacher to give the sound.
iv) Get someone to say the word example(s).
v) Ask teachers to say whether or not exactly the same consonant occurs in Arabic (in fact, most of them do - in either classical or dialectal form).

N.B. If you prefer native-speaker models the content of Transparency One is on the tape.

TEXT OF TRANSPARENCY ONE

ENGLISH CONSONANTS

Letter	Name	Sound(s)	Example(s)
b	bee	b	big
c	see	s k	city car
d	dee	d t	dog raced
f	eff	f	four
g	jee	j g	giant go
h	aitch	h	house
j	jay	j	jug
k	kay	k	key
l	ell	l	like
m	em	m	me
n	en	n	no
p	pee	p	pie
q	kyu	kw	quick
r	are	r	red
s	ess	s z	six boys
t	tee	t	ten
v	vee	v	very
w	double-you	w	wet
x	eks	ks	six
y	why	y	yes
z	zed	z	zoo

6. Leave the transparency visible and make the following points:

.1 Standard Educated English has, as we know, 44 distinct sounds. This includes the vowels - as teachers will see later there are no less than 20 vowels, to be represented by 5 letters. For the 25 consonant sounds we can see, on the transparency, that there are 21 letters. Some of the letters have more than one sound.

.2 In addition some letters join together to make a different sound (e.g. phone, rough).

.3 Some letters are silent. Ask teachers to think of words with silent consonants (e.g. knee, wrong, car).

.4 Although all this may seem confusing, it is not really so bad. There are many spelling rules and regularities, as teachers will see in the practice sessions.

7. Conclusion

In every language it is difficult to turn sounds into shapes, that is, to write the language down so that we know exactly how it is pronounced.

In fact, most of the sounds of English are not difficult for Arabic-speaking learners, but the spellings can be confusing.

In the rest of this module, we shall practise the spellings and their pronunciation - both the consonant and the vowel sounds.

ENGLISH CONSONANTS

Use the blackboard for examples in this section of your talk.

1. Letters which join together to make a new sound.

It is quite common for two letters to be used together to make one sound. These are the ones we meet most often:

S + H	sh	shoe	dish
C + H	ch	chin	watch
T + H (i)	th	thin	bath
T + H (ii)	th	then	with
N + G	ng	-	wrong
P + H	f	phrase	graph
G + H (i)	f	-	laugh
G + H (ii)	silent!	-	through

These are not the only combinations of letters which stand for single sounds, but they are the most common ones. The sounds themselves, like most consonants, are not especially difficult to pronounce.

2. Letters which join together to make 'clusters' of sounds

In Arabic, consonants come only one or two at a time, with vowels in between. In English, it is much more common to find consonants in a group or cluster without a vowel between them (for example, watched, desks, girls - all pronounced as one syllable only).

Consonant clusters form a pronunciation problem because Arabic speakers try to break the groups down - to make them sound 'more like Arabic'. Sometimes too, the spelling is misleading: think again of the word watched, which has only one vowel sound but two vowel letters. We must be guided by the ear, not the eye.

Teachers will have a chance in Session One Part Two to practise pronouncing consonant clusters.

3. Common Confusions. (Use the blackboard for this explanation).

We know that some English consonant sounds do not occur in Arabic. Some occur in one style of Arabic speech but not in others. For both reasons, these sounds cause confusion and may be mispronounced either in ordinary conversation or in reading aloud:

			WANTED	SAID
p	and	b	pin	bin
f	and	v	fan	van
th	and	s	thin	sin
'th'	and	z	breathe	breeze
j	and	tch	badge	batch
'ng'	and	nk	singing	sinking

4. The letter 'R' in British English

As we have already seen, some English letters may be silent: in a particular word, they have no sound (for example, 'k' in knee). Remember that the letter r/R is often silent in British English:

.1 When 'r' comes before a vowel sound, we pronounce it - though it is not exactly the same as an Arabic reh: examples are 'road', 'narrow', 'green'.

.2 When the 'r' is followed by a consonant sound, it is not pronounced: examples are 'word', 'farm', 'fairly' (it is pronounced in American English, though).

.3 When the 'r' comes at the end of what we are saying, we do not pronounce it either: 'father', 'here', 'war' (again, final -r is pronounced in most American dialects). However it is heard if the word links with a following vowel (e.g. father and mother).

In the activity session, we shall pay particular attention to these areas of difficulty. They should also receive special attention in our teaching.

END OF PART ONE

SESSION ONE PART TWO

70 minutes

ACTIVITY ONE: COMMON CLUSTERS

Give every teacher a copy of Worksheet One. Go through it as a look-listen-repeat exercise. There is no need for teachers to copy the words. The examples are recorded on the tape should you want a native-speaker model. Return to any problem areas.

ACTIVITY TWO: CONSONANT CLUSTERS CONNECTED WITH GRAMMAR

Give every teacher a copy of Worksheet Two. Follow the same procedure; once more the examples are on the tape. Ensure that all of the examples are pronounced as <u>one</u> syllable.

ACTIVITY THREE: COMPLICATED CLUSTERS

Give every teacher a copy of Worksheet Three and do the same again. The examples are also recorded onto the cassette.

ACTIVITY FOUR: PRONUNCIATION OF VERBS

Draw three columns down the blackboard and write three headings:

BASIC VERB	THIRD PERSON	PAST TENSE

i) Write any one-syllable verb in the first column, e.g. 'love'.
ii) Point to column two and ask "He.....?"
iii) When teachers call 'loves' (one syllable, ending in 'z') write it in column two.
iv) Point to column three and obtain and write the answer "loved".
v) Do the same with other verbs from the textbook. Avoid irregular verbs such as bite/bitten, go/went, etc. Possible verbs are: jump, like, lock, look, pay, bathe, talk, laugh, smile, play, ask, spell.

END OF PART TWO

MODULE 11

WORKSHEET ONE **Session One Part Two**

COMMON CLUSTERS

	Sounds	Examples	
1	b + r	bright	abroad
	b + l	black	ablaze
2	d + r	drive	address
3	f + r	from	Africa
	f + l	fly	afloat
4	g + r	grey	angry
	g + l	glad	England
5	k + r	crowd	increase
	k + l	clear	declare
6	k + w	quick	require
7	p + r	pray	April
	p + l	plane	apply
8	t + r	train	betray
	t + w	twelve	between
9	th + r	throw	bathroom
10	s + k	school	ask
	s + l	slow	asleep
	s + m	smile	Christmas
	s + n	snow	listener
	s + p	spare	crisp
	s + w	sweet	persuade

MODULE 11

WORKSHEET TWO — Session One Part Two

CONSONANT CLUSTERS CONNECTED WITH GRAMMAR
(One-syllable words)

Clusters at the end of the word can be difficult; most are caused by the grammar:

1 For the plural of most nouns, we add an s or a z sound.
2 For the third person of the present simple tense we do the same.
3 For the past simple tense of most verbs we add a t or d sound.

1 PLURALS (s sound) (z sound)

tent	-	tents	field	-	fields
belt	-	belts	friend	-	friends
guest	-	guests	hand	-	hands
fact	-	facts	world	-	worlds
desk	-	desks	kind	-	kinds

2 THIRD PERSON FORMS (s sound) (z sound)

jump	-	jumps	hold	-	holds
lift	-	lifts	bend	-	bends
thank	-	thanks	mend	-	mends
ask	-	asks	find	-	finds
cast	-	casts	mould	-	moulds

3 PAST TENSE FORMS (t sound) (d sound)

fix	-	fixed	raise	-	raised
wash	-	washed	seem	-	seemed
march	-	marched	lodge	-	lodged
risk	-	risked	change	-	changed
laugh	-	laughed	bulge	-	bulged

MODULE 11

WORKSHEET THREE **Session One Part Two**

SOME COMPLICATED CLUSTERS

Here are three groups of common, but tricky, clusters.

1 ORDERING

We add the sound th to most numbers to give us the 'order' adjective:

five	fifth
six	sixth
seven	seventh
eight	eighth
nine	ninth
ten	tenth
twelve	twelfth
eighteen	eighteenth

2 FRACTIONS

We take the 'order' adjective and add the sound -s.

3/5	three-fifths
2/7	two-sevenths
5/6	five-sixths
7/8	seven-eighths
9/10	nine-tenths

3 CLUSTERS AT THE BEGINNING OF WORDS

Three-consonant clusters always begin with s-, have the sound of k or t or p in the middle, and end with l or r or w sounds.

screw	straw	spread
splash	scream	straight
squeak	split	square
strain	spring	scrape
string	scratch	splendid

SESSION TWO PART ONE

45 minute

VOWELS

1. Remind teachers that the 20 vowel sounds of Standard Educated English have to be represented by only 5 letters (six, if we include Y, as in sky).

2. In order to represent the sounds, the letters are used in combination.

3. Tell teachers that the vowel sounds of English fall into three major groups.

Show Transparency Two (see next page) and distribute it if it has been copied as a handout. Make the points below. (Again the word examples are on the cassette).

.1 The first group, the pure (or simple) vowels are similar to Arabic vowels. They do not usually give problems, but it is important to pronounce them accurately. They are called 'pure' because the mouth does not move as they are pronounced, so they do not change in quality.

.2 The second group of vowel sounds are also pure, but they are long. Generally speaking, they take longer (slightly) to pronounce than the short vowels, though there are other differences too. Arabic, too, has this difference between long and short vowels; think, for example, of the Arabic word for 'two' and compare the two vowels.

.3 The third group of vowel sounds is quite different from the sounds of Arabic. These are sounds where the mouth does move while the sound is being made, so the sound does change: it seems to change from one vowel to another. We usually call these sounds 'diphthongs', which means 'two sounds in one'. There are three groups of diphthongs - those ending with an -i sound, those with an -oo sound and those ending with schwa.

.4 The same vowel sound can be shown by different letters: sometimes the word itself has to be learned to know how it must be pronounced e.g. busy; cough; food. Once again, be guided by the ear, not by the eye.

TRANSPARENCY TWO

ENGLISH VOWELS

THE PURE SHORT VOWELS					
1	i	if	fit	busy	pretty
2	e	egg	bed	any	said
3	a	add	am	fat	dad
4	o	odd	dog	cough	want
5	oo	good	hood	could	full
6	u	up	bus	son	blood
7	/ə/	the	along	butter	photographer
THE PURE LONG VOWELS					
8	ee	feed	me	tea	thief
9	ah	arm	far	heart	calm
10	or	port	form	saw	tall
11	ooh	fool	cool	two	tune
12	er	hurt	fur	stir	heard
THE DIPHTHONGS					
	FROM	TO			
13	e	i	mate	rain	pay
14	ah	i	bite	high	climb
15	or	i	coin	boy	join
16	/ə/	oo	note	road	toe
17	a	oo	cow	roun	south
18	i	/ə/	clear	beer	near
19	e	/ə/	there	hair	stare
20	ooh	/ə/	pure	cure	tour

.5 Notice the effect that the letter e can have: by coming after a short vowel and consonant, it can turn it into a diphthong, e.g. mate, bite (on Transparency Two).

.6 Notice the effect that the letter r can have: by coming after a vowel letter, it can produce a long vowel or a diphthong, e.g. far, hurt, beer (on Transparency Two).

Get teachers to go through the sounds and the examples as a look-listen-repeat exercise. If you wish you may use the cassette for this exercise.

END OF PART ONE

SESSION TWO PART TWO

75 minutes

ACTIVITY ONE: WORD CARDS

You need the 40 wordcards for this activity.

1. Distribute all the cards to the group. Teachers will have two or three each, depending on the size of the group.

2. Look at your master sheet (next page). Write the first "key word" on the board, pronouncing it clearly.

3. Ask teachers who have a word with the same vowel sound to bring their card forward, pronouncing the word (where there are two vowel sounds in the word the required vowel is underlined).

4. Praise or correct as necessary, taking back the cards.

5. Pronounce the two words given in the third column, which also have the same vowel sound; ask teachers to write these words. Check the spelling on the board. Give remedial practice in pronunciation if necessary.

ACTIVITY TWO: NEW WORDS

1. Re-distribute the cards at random. Allow one or two minutes for preparation.

2. One by one, teachers should bring forward their card. At the same time the teacher must offer at least one new word with the same sound, spelling it correctly on the board.

3. Other teachers call out other words with that vowel sound. They should spell any word with unusual sight-sound combinations.

ACTIVITY THREE: BOOK SEARCH

1. Get teachers to go through their textbooks searching for any words which might be difficult to pronounce or unfamiliar. They should do this in pairs, with the trainer giving individual help, but noting down main difficulties.

2. Teachers are called together again and the trainer writes the words causing the most difficulty on the board, giving remedial pronunciation help where this is needed.

END OF MODULE

TRAINER'S MASTER SHEET: ACTIVITIES ONE AND TWO

KEY WORDS		WORD CARDS		OTHER SPELLINGS	
Write these on the blackboard		These are held by the teachers		Give these orally	
1	big	which	system	women	necklace
2	bed	when	instead	bury	friend
3	bad	apple	hammer	plan	standing
4	bog	cough	wasp	longer	because
5	good	pull	could	wolf	football
6	bus	rough	brother	uncle	one
7	about	ago	lesson	better	breakfast
8	me	these	between	key	thief
9	far	laugh	aunt	bath	father
10	port	draw	August	bought	always
11	two	who	amuse	food	June
12	hers	heard	worker	third	turn
13	gay	game	raining	day	weight
14	eye	my	alive	pie	bright
15	boy	annoy	joining	toy	noise
16	nose	load	alone	sew	blow
17	mouth	shower	about	bough	ounce
18	ear	pier	queer	deer	near
19	air	where	staring	their	pear
20	cure	jury	pure	tour	sewer

Points to watch for:

Sounds 1 to 7 are short, 8 to 12 are longer. Vowels 13 to 20 are diphthongs; ensure that the first of the two vowels in the diphthong is stressed and that the second vowel is reduced as much as possible.

WORD CARDS

These word cards must be prepared for Session Two, Part Two. They will be more durable if they are written on card, or on a sheet of typing paper folded in two and glued.

They are to be collected in after the activity and returned to the package for future use.

which	system	when	instead
apple	hammer	cough	wasp
pull	could	rough	brother
ago	lesson	these	between
laugh	aunt	draw	August
who	amuse	heard	worker
game	raining	my	alive
annoy	joining	load	alone
shower	about	pier	queer
where	staring	jury	pure

ENGLISH CONSONANTS

Letter	Name	Sound (s)		Example (s)	
b	bee	b		big	
c	see	s	k	city	car
d	dee	d	t	dog	raced
f	eff	f		four	
g	jee	j	g	giant	go
h	aitch	h		house	
j	jay	j		jug	
k	kay	k		key	
l	ell	l		like	
m	em	m		me	
n	en	n		no	
p	pee	p		pie	
q	kyu	kw		quick	
r	are	r		red	
s	ess	s	z	six	boys
t	tee	t		ten	
v	vee	v		very	
w	double-you	w		wet	
x	eks	ks		six	
y	why	y		yes	
z	zed	z		zoo	

ENGLISH VOWELS

THE PURE SHORT VOWELS:

1	i	if	fit	busy	pretty
2	e	egg	bed	any	said
3	a	add	am	fat	dad
4	o	odd	dog	cough	want
5	oo	good	hood	could	full
6	u	up	bus	son	blood
7	ə	the	along	butter	photographer

THE PURE LONG VOWELS:

8	ee	feed	me	tea	thief
9	ah	arm	far	heart	calm
10	or	port	form	saw	tall
11	ooh	fool	cool	two	tune
12	er	hurt	fur	stir	heard

THE DIPTHONGS:

	FROM	TO			
13	e	i	mate	rain	pay
14	ah	i	bite	high	climb
15	or	i	coin	boy	join
16	ə	oo	note	road	toe
17	a	oo	cow	round	south
18	i	ə	clear	beer	near
19	e	ə	there	hair	stare
20	ooh	ə	pure	cure	tour

MODULE 12: PEOPLE, PLACES AND THINGS

SESSION ONE

Part One — 60 minutes

'Count' and 'Non-count' nouns
'Some' and 'any'
Expressions of quantity
Place relationships: prepositions

Part Two — 60 minutes

Practising 'a', 'some' and 'any'
What 's in the box?
Practising 'How much/How many?'
Reserve activity: Classroom commands

SESSION TWO

Part One — 60 minutes

Adjectives and adverbs
Comparatives and superlatives

Part Two — 60 minutes

Teaching Comparatives
Practising adjectives and adverbs
The adverb game

CONTENTS

1 Handouts

There is one Handout. A copy should be given to every teacher to take away at the end of the training session.

There are no Worksheets or OHP Transparencies in this module.

GENERAL NOTES FOR THE TRAINER

This module focusses on a language area.

The aims of this module are:

1. To increase teachers' familiarity with the basic grammar of the noun phrase (especially nouns, quantifiers and prepositions), and the grammar of adjectives and adverbs.

2. To give teachers a variety of techniques for teaching this language area effectively.

3. To improve teachers' own fluency in using noun phrases, adjectives and adverbs.

This module covers a number of basic areas of grammar which are important in teaching English at an elementary level.

Session One of the module deals with count and non-count nouns, 'some' and 'any', expressions of quantity, and prepositions of place and direction. Session Two deals with adjectives and adverbs, comparative and superlative forms.

The first part of each session is mainly concerned with language. It aims to remind teachers of basic points of grammar and usage. The second part of each session is mainly concerned with how to teach these grammar points, but incidentally gives the teachers further language practice.

Many of the teaching techniques included in this module are also dealt with in other modules, especially:

5: Presenting Structures
7: Practising Structures
3: Using the Blackboard
37: Communicative Activities

SESSION ONE PART ONE

60 minutes

Explain to the teachers that in this session you will focus on some basic areas of grammar that are important for teaching at an elementary level. They are concerned with nouns and noun phrases, and how we use them to express different meanings.

'COUNT' AND 'NON-COUNT' NOUNS

1. Write these two lists of nouns on the board:

A	B
book	milk
man	sand
orange	money
car	tobacco
cigarette	work

Ask teachers to tell you the difference between the two lists. Try to elicit these points:

.1 The nouns in List A have a singular and plural form. They are individual objects which we can 'count': a book, two books, many books. They are called 'Count Nouns' (or 'Unit Nouns').

.2 The nouns in List B have only a singular form. It makes no sense to 'count' them: for example, we cannot say 'a sand', 'two sands', 'many sands' - it is just 'sand'. These nouns are called 'Non-Count Nouns' (or 'Mass Nouns').

2. Point out that with Count Nouns, we can use a/an with the singular form (a book, an orange), and some or no article (some milk, milk): we cannot use a/an.

Give a few examples to show these differences:

I bought	a book some books some fruit some apples

I like	books fruit apples

To check that teachers understand and can use these forms, ask them to make sentences using other verbs and nouns.

3. Point out that some nouns can be used either as count or as non-count nouns, but of course with differences between:

a glass	glass
an iron	iron
a wood	wood
a paper	paper
a chocolate	chocolate

Draw attention at this point to non-count nouns in English which are unexpected and which learners have problems with (e.g. furniture, hair, information). Ask teachers if they can think of other words of this sort which cause confusion, perhaps as a result of contrasts between English and Arabic.

'SOME' AND 'ANY'

1. Point out that we usually use 'some' in positive sentences and 'any' in negative sentences and questions.

Write these examples on the board:

Ali has some	friends milk

Ask teachers to give you the negative and question form:

Ali doesn't have any	friends? milk?

Does Ali have any	friends? milk?

Point out the alternative negative form: Ali has no friends/milk.

2. Explain that the same pattern which we find with <u>some/any</u> also applies to these words:

someone (anyone/no-one)
something (anything/nothing)
somewhere (anywhere/nowhere)

EXPRESSIONS OF QUANTITY

1. <u>How much? and How many?</u>

Ask teachers to make up questions using <u>How much?</u> and <u>How many?</u> Establish that:

.1 How many? is used with count nouns, in asking questions to which a number could be the reply (but need not be):

e.g. How many spoons are there? Three.

.2 How much? is used with non-count nouns:

e.g. How much flour do we need?

(It would be impossible to reply with a number to this question).

Check that teachers can form questions with 'How much?' and 'How many?' by asking them to make questions using these words:

egg	pupil	teacher	furniture
tobacco	meat	people	apple
chair	water	fruit	chocolate

e.g. How much water did you drink?
How many teachers are there here today?

2. Saying how much

Explain that we can express quantity with non-count nouns in a number of different ways:

.1 We can use a noun: e.g. a litre, a kilo, a packet, a spoonful

Ask teachers to suggest some expressions of quantity using these words:

sand (a grain, a bucketful, a bag, a heap, etc.)
cake (a slice, a piece, a box, etc.)
paper (a sheet, a piece, a packet, etc.)
sugar (a lump, a piece, a packet, a spoonful, etc.)

.2 We can use words which indicate quantity less precisely. We call these words quantifiers.

Write on the board:

I have ( ) money.

Ask teachers to suggest possible quantifiers which could fit into the sentence:

e.g. some, a little, very little, not much, plenty of, a lot of, lots of, no.

Note: We do not say 'I have much money.' We only use much in negatives and questions.

3. Saying how many

Explain that we can also express quantity with count nouns in various ways, according to how precise we want to be:

.1 We can say precisely how many by using a number:

e.g. I bought ten eggs.
He has three brothers.

.2 We can use nouns which indicate quantity, similar to those used with non-count nouns:

e.g. I bought a packet of cigarettes.
He ate a kilo of bananas.

.3 We can use quantifiers to indicate quantity less precisely.

Write on the board:

He has ( ) friends.

Ask teachers to suggest quantifiers which could fit into the sentence:

e.g. some, a few, very few, no, not many, plenty of, several, many, lots of, a lot of.

Note: We can use many in positive sentence, as well as in questions and negatives.

4. Practice

Quickly practise the forms you have discussed. Give count or non-count nouns and ask teachers to make true sentences using quantifiers:

e.g. Furniture. We have a lot of furniture in our house.
Desk There are several desks in this room.
Sugar I like tea with plenty of sugar.

PLACE RELATIONSHIPS: PREPOSITIONS

The aim of this section is to bring to light particular problems that teachers may have, rather than to give a comprehensive survey of prepositions. Focus on areas of difficulty, and do not spend time on areas which the teachers know already.

1. In, On, At

To check how well teachers can use in, on and at, give sentences and try to elicit the correct preposition:

e.g. There's a street. There are many people.....
(...in the street)

I have a box. There are some chocolates....
(...in the box)

There's a field. There's some corn growing
.... (...in the field)

There's a bus stop. Some people are
waiting.... (...at the bus stop)

The River Nile. Cairo is ....(...on the River
Nile)

The River Nile. The children are swimming ....
(...in the River Nile)

Only if necessary, give these general guidelines for using
in, on and at:

In: i) anything like a box, a room, etc., which has space inside it:
e.g. in the cupboard, sitting room, sea, bottle.

ii) anything that is seen as an area, with boundaries:
e.g. in a field, a car park, wall, ceiling.

On: i) anything which is a surface:
e.g. on the desk, platform, wall, ceiling.

ii) anything which is seen as a line:
e.g. on the railway, river, frontier.

At: i) anything which is seen as a point:
e.g. at the bus stop, corner, entrance.

ii) with buildings, when we are concerned with what happens there rather than the physical building itself:
e.g. He works at the hospital.
I bought a stamp at the post office.

2. Other Prepositions of place

Elicit other prepositions of place from teachers by holding objects in different places (e.g. on the desk, under the desk, in front of the blackboard), and asking them to give sentences. Try to elicit these prepositions:

on, above/over, below/under, in front of, behind,
beside/next to/by, between

Deal with any difficulties as they arise.

3. <u>Prepositions of direction</u>

Elicit prepositions of direction by asking the teachers these questions:

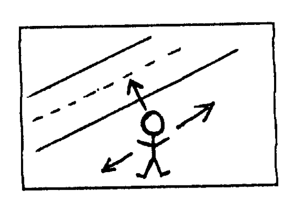
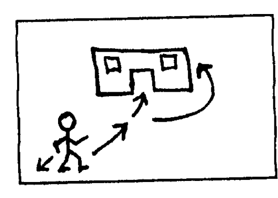
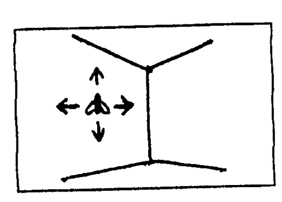
What possible directions can you go in if you are:

i) in a street? (Answers: up/down/along/across the street)

ii) near a house? (Answers: towards/up to/ into/round/past the house)

iii) a fly on a wall? (Answers: up/down/across the wall; or you could fly off the wall)

Prompt answers by drawing pictures and arrows on the board:

Deal with any difficulties as they arise.

Leave some time for teachers to ask their own questions about prepositions. Many of these may be about uses with particular nouns, rather than the basic uses you have just outlined.

END OF PART ONE

SESSION ONE PART TWO 60 minutes

ACTIVITY ONE: PRACTISING 'A', 'SOME' and 'ANY'

1. Demonstrate a technique for basic practice of 'There's a (isn't a) ...' and 'There are some (aren't any) ...'. Explain that you will use ordinary classroom objects together with some extra vocabulary.

Ask teachers to notice the steps you follow.

.1 Examples

Gesture for pupils to be silent and listen. Say each sentence two or three times. Point to objects as you mention them.

Look, there are some desks in this room.

There's a door, over there.

There isn't a television.

There are some teachers here.

There aren't any soldiers.
etc.

.2 Short Repetition Drill

Say the key structures again. Have pupils repeat them.

There's a door.
There isn't a television.
There are some teachers.
There aren't any soldiers.

.3 Blackboard

Write the structures on the board:

There's a . . . . .
There isn't a . . . .
There are some . . . .
There aren't any . . .

.4 Prompts

Prompt similar sentences from the pupils, by asking a series of questions:

What about lights? (There's a light in the room)

What about windows? (There are some windows in the room)

What about animals? (There aren't any animals)

What about television? (There isn't a television in the room)

After the demonstration, ask teachers to tell you the steps you followed.

2. Ask one or two teachers to come to the front and continue the activity, taking over the role of teacher. Change the topic each time, to 'Things in the street', 'Things in the kitchen', 'Things in the hotel', etc.

3. Discuss the technique with the teachers. Point out that it is a very controlled form of practice, but it has the advantage of making the pupils produce true sentences. To do so, they have to listen, think about meaning, and choose the correct structure in their reply.

ACTIVITY TWO: WHAT'S IN THE BOX

For this activity you will need a cardboard box, with various common objects in it: e.g. chalk, pens, books, an orange, a handkerchief, ink, paper, etc. Try to include a mixture of count and non-count objects, and to have more than one of some of the 'count' items.

1. Write these sentences on the board:

Is there a . . . ?
Is there any . . . ?
Are there any . . . .?

Point out that an interesting way to practise these structures is by a guessing game.

Demonstrate the game, using the teachers as pupils:

.1 Put the box on the table in front of you. Tell pupils how many objects there are in the box, but not what they are; they must guess this, using the

structures on the board.

.2 Play the game. When pupils guess an object, take it out of the box. If necessary, help them by giving information about an object:

e.g. One object is food. (Bread)
You can wear one of the objects. (Socks)
One object is used by teachers. (A book)

Note: Obviously, this game cannot be played a second time, except with new objects. If you would like teachers to practise the game themselves, you could:

i) ask teachers to collect objects during a break in the session;

or:

ii) ask teachers to prepare a box of objects for a review session later in the training course.

Tell them to collect a mixture of count and non-count items and to include more than one of some of the count items.

ACTIVITY THREE: PRACTISING 'HOW MUCH/HOW MANY?'

1. Point out that a good way to give pupils practice in How much? and How many? is to think of a situation in which it would be natural to ask questions about quantity.

Give a demonstration based on one possible situation, using the teachers as pupils. Follow these steps:

.1 Ask the pupils to imagine that the whole class is going on a picnic. Ask them: What do we need to take?

From their suggestions, build up a short list on the board:

e.g.

pepsi cola
bread
cheese
oranges
tins of meat
water

.2 Now get pupils to ask and answer questions with How much? and How many? about each item in the list:

e.g. P1: How much pepsi cola do we need?

P2: About 30 bottles.

P3: How much bread do we need?

P4: At least 50 loaves.
etc.

2. Divide the teachers into groups of four or five. Ask each group to think of a different situation which could be used as a basis for practising How much/How many? When they have thought of a situation, they should practise asking questions in their group.

Possible situations:

i) Guess what I ate/drank in the restaurant/at the feast.
ii) I went shopping.
iii) My mother's shopping bag.
etc.

3. Ask one teacher from each group to come out in turn and demonstrate their situation, using the rest of the teachers as a class.

Points to watch for:

i) The teacher should present the situation clearly and simply.

ii) The teacher should write any necessary prompts clearly on the board.

iii) The teacher should give plenty of opportunity for pupils to make suggestions and ask questions.

RESERVE ACTIVITY: CLASSROOM COMMANDS

1. Point out that a good way to improve pupils' comprehension of prepositions is to give classroom commands which involve them putting their hands, books, pens, etc. in different places.

Give a demonstration, using the teachers as pupils.

(See next page.)

Give these commands:

i) Put your right hand on your head.
ii) Put your right hand above your head.
iii) Put your right hand on your book.
iv) Put your pen beside your book.
v) Put your pen under your book.
(and so on)

Pause after each command, to make sure that the class are doing what you have told them.

2. Divide teachers into their groups again. Ask each group to write down five more commands which practise prepositions. If you like, write the prepositions on the board to remind them of all the possibilities:

in	in front of	off
on	behind	along
at	over/above	across
	under/below	into
	beside/next to	out of
	between	towards
	near	away from

3. Ask one teacher from each group to come out and give their five commands. The rest of the teachers act as a class and do what he tells them.

END OF SESSION ONE

SESSION TWO PART ONE

60 minutes

Explain to the teachers that in this session you will deal with some basic areas of grammar concerned with adjectives and adverbs.

ADJECTIVES AND ADVERBS

1. The Function of Adjectives and Adverbs

Make sure teachers understand the difference between an adjective and an adverb:

.1 Write this basic structure on the board:

Subject + verb + object

Ask teachers to make a few basic sentences based on it, e.g., 'The boy eats cakes', 'John wrote a letter', 'People wear clothes'.

.2 Now add the words 'adjective' and 'adverb', and underline the parts shown:

Subject + verb + object adjective adverb

Point out that ad-ject-ives tell us more about the subject or the object; ad-verbs tell use more about the verb.

2. Adjectives

Check that teachers can use adjectives appropriately. Write these sentences on the board:

He's a tall man He's tall

Ask teachers to tell you other adjectives they know which could replace 'tall' in these sentences.

e.g. clever, wise, cheerful, thin, fat, kind.

Explain the position of adjectives:

.1 They can come before a noun:
e.g. a large, old house.

.2 They can come after the verb 'to be', following a pronoun or noun:

e.g. They are poor
Those people are poor.

.3 They are also used after certain other verbs. The commonest are the 'sense' verbs:

e.g. This book looks interesting.
You sound angry.
That fruit smells good.
He seems friendly.

3. Adverbs

.1 Give these examples of adverbs:

i)	He speaks quickly
ii)	He closed the door quietly

Ask teachers to tell you other adverbs they know which could be used in this sentence:

e.g. i) fluently, slowly, loudly, quietly, beautifully, clearly.
ii) loudly, suddenly, quickly, gently, noisily, slowly, carefully.

Point out that adverbs usually come just after the verb or at the end of the sentence.

.2 Discuss how adverbs are formed. Establish that:

i) Most adverbs are formed by adding -ly to an adjective:
e.g. quick - quickly
bad - badly

Adjectives which end in '-l' still add '-ly'; so the adverb has the ending -lly:

e.g. beautiful - beautifully

ii) A few adverbs have the same form as adjectives. The commonest are: fast, hard, early, late. Give examples:

e.g. This is a fast train. (adjective)
He drove as fast as he could. (adverb)
He's a hard worker. (adjective)
He works hard. (adverb)

.3 Quickly practise these forms. Give adjectives, and ask teachers to:

i) use the adjective in a sentence;
ii) give the adverb form;
iii) use the adverb form in a sentence.

Adjectives: careful; good; beautiful; clear; slow; easy; happy; polite; quick; fast.

COMPARATIVES AND SUPERLATIVES

1. Comparative Forms

Make sure teachers understand what we mean by 'comparative' forms. Give a few examples, using real objects and people:

e.g. This book is bigger than that one.
I am older than you.

Write these adjectives on the board:

tall
easy
careful
dangerous

Ask teachers to give you the comparative forms, and write them on the board:

tall	-	taller
easy	-	easier
careful	-	more careful
dangerous	-	more dangerous

Establish that:

.1 There are two ways to form comparatives: by adding -er or by putting more before the adjective.

.2 How the comparative is formed depends on the number of syllables in the adjective (if necessary, explain what a syllable is, and count them in the examples on the board):

i) Adjectives with one syllable: add -er
ii) Adjectives with three or more syllables: more + adjective.
iii) Adjectives with two syllables may form comparatives in either way; it is best to learn each one individually.

.3 The comparative form is followed by than:

e.g.	She is	taller more beautiful	than I am.

2. Superlative Forms

Now ask teachers to give the superlative forms, and add them on the board:

tall	-	taller	-	tallest
easy	-	easier	-	easiest
careful	-	more careful	-	most careful
dangerous	-	more dangerous	-	most dangerous

i) Establish that there are two ways to form superlatives: by adding -est or by putting most before the adjective. The rule is exactly the same as for comparatives.

ii) Give examples of sentences using superlative forms:

e.g. She's the most beautiful girl in the world.
He's the quietest person I've ever met.

Point out that the superlative is often followed by 'in' or by a clause.

iii) Draw attention to these common irregular forms:

good	-	better	-	best
bad	-	worse	-	worst
far	-	farther	-	farthest
		further	-	furthest

3. Quickly practise comparative and superlative forms. Give adjectives, and ask teachers to make a sentence, using either a comparative or a superlative:

e.g. easy: This module is easier than the last one.
young: Hisham is the youngest pupil in the class.

Adjectives: tall; cold; heavy; long; happy; careless; noisy; good; bad.

4. Only if there is time, discuss the comparative and superlative forms of adverbs. Make these points:

i) They are formed in the same way as the comparative and superlative forms of adjectives: either -er, -est, or more..., most...

ii) Most adverbs (all those which add -ly) are formed with more and most:

e.g. quickly - more quickly - most quickly
beautifully - more beautifully - most beautifully.

iii) The few adverbs which are the same as adjectives (hard, fast, early, late) are also the same in the comparative and superlative:

e.g. He's the fastest runner in the team.
He runs the fastest.

If you like, give a few adverbs and ask teachers to make sentences using comparative or superlative forms.

END OF PART ONE

SESSION TWO PART TWO 60 minutes

ACTIVITY ONE: TEACHING COMPARATIVES

1. Write these comparative structures on the board:

taller/shorter than ...
longer/shorter than ...
faster/slower than ...

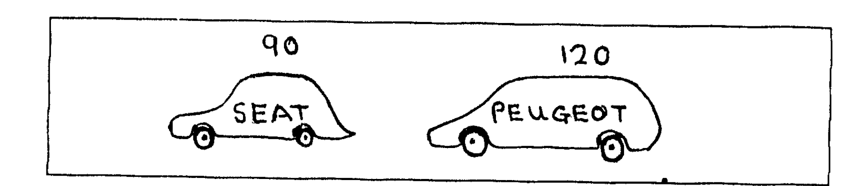
Discuss with the teachers how to teach these forms, to show their meaning clearly. Get as many different suggestions as you can.

Possible answers:

i) taller/shorter than...: call two pupils to the front (one taller than the other); or show a picture of two people, one tall, the other short.

ii) longer/shorter than...: Show two objects (e.g. ruler and chalk); or draw two lines on the board.

iii) faster/slower than...: Give an example from real life (e.g. An aeroplane is faster than a train); or draw a picture, for example of two cars and their speeds:



Remind teachers that they should always consider different possible ways of showing the meaning of new structures:

- using objects and the pupils themselves;
- using blackboard drawings;
- giving real and imaginary examples.

2. Divide the teachers into pairs or groups of three. Write these adjectives on the board:

heavy	far
big	deep
pretty	interesting

Ask teachers to discuss each adjective in turn, and decide the best way to teach the comparative form of each one.

3. When most teachers have finished, stop the activity. Discuss each adjective together.

Ask teachers to come to the front in turn and demonstrate teaching each comparative form.

ACTIVITY TWO: PRACTISING ADJECTIVES AND ADVERBS

1. Tell the teachers that a useful way to practise adjectives and adverbs is by substitution, based on a sentence on the board.

Give a demonstration. Write this sentence on the board, underlining the adjective:

My neighbour is a very rich man.

Ask teachers to read the sentence aloud, using other adjectives instead of 'rich':

e.g. My neighbour is a very poor man
My neighbour is a very friendly man
My neighbour is a very unusual man

Discuss the technique with the teachers. Point out that it is a good way to review all the adjectives that pupils have learnt. It can also be a good way to introduce new adjectives, as pupils may think of a word in Arabic and ask the English equivalent.

2. Divide the teachers into their pairs again. Ask each pair to write a sentence containing an adjective, which they could use for the same technique.

3. Ask a few teachers to come to the front in turn and demonstrate.

4. Repeat the activity. This time, ask each pair to write a sentence using an adverb.

Note: This technique is dealt with in more detail in the level Two module, Reviewing Techniques (26).

ACTIVITY THREE: THE ADVERB GAME

1. Show teachers a simple classroom game which practises adverbs, and also gives practice in making requests. It would be suitable for second- or third-year pupils.

First explain how the game works:

.1 A pupil leaves the room. While he is outside, the class quietly choose an adverb (e.g. 'quickly').

.2 The teacher calls the pupil back. The pupil must try to guess the adverb by asking other pupils to perform actions. The pupils perform the actions in the manner described by the adverb.

For example:

(Choosing one pupil): Could you open the door, please?
Pupil quickly opens the door.

(Choosing another pupil): Could you give me your book?
Pupil quickly gives him the book.

(Choosing a third pupil): Could you say a sentence in English?
Pupil says very quickly: 'My name is Rifat.'

...and so on, until the pupil guesses the adverb.

2. Play the game a few times, asking one teacher to leave the room each time. Insist that the teacher goes far enough away so that he cannot hear which adverb you choose!

Possible adverbs: clearly, slowly, quietly, happily, sadly, angrily.

END OF MODULE

MODULE 12 HANDOUT: PEOPLE, PLACES AND THINGS

1. 'Some' and 'any'

He has some	friends milk

He doesn't have any He has no	friends milk

Does he have any	friends? milk?

2. Quantity

How much flour/sugar/water/money/chocolate?
How many egg/chairs/people/pounds/pieces of chocolate?

I have no/a little/not much/some/a lot of/lots of money

I have no/a few/not many/some/several/many/a lot of friends.

3. Prepositions

i) In the box, room, sea, bottle; in the field, street, park.
On the desk, platform, wall; on the railway, river, frontier.
At the entrance, bus stop, corner. He works at a garage.

ii)

	Teacher	
Ali	Saad	Ahmed
Hamdi	Hani	Magdi

Saad sits in front of Hani.
Hani sits behind Saad.
Hani sits between Hamdi and Magdi. Ahmed sits next to/beside Saad.

iii) Direction: He walked up/down/along/across the street.
He went towards/away from/into/out of/past the house.
The fly crawled up/down/across the wall.

4. Adjectives He's a tall man. He's very friendly. He seems unhappy.
That book looks interesting. He's a fast driver.

Adverbs He speaks quickly. He closed the door quietly.
He drives fast. They worked hard.

Comparatives

She's	taller more beautiful	than her sister

Superlatives

This exercise is the	easiest most difficult	in the book